

**TENNESSEE DEPARTMENT OF EDUCATION
NCLB DIFFERENTIATED ACCOUNTABILITY PILOT PROGRAM**

PROPOSAL TO THE U.S. DEPARTMENT OF EDUCATION



May 1, 2008

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EXECUTIVE SUMMARY

INTRODUCTION

On March 18, 2008, Secretary Margaret Spellings announced a Differentiated Accountability pilot that provides an opportunity for states to propose their own methods for categorizing schools and systems identified as in need of improvement and for determining the sanctions and interventions required for each category.

In response, Tennessee proposes to place the most significant sanctions and resources available from the Tennessee Department of Education in the systems and schools with the greatest numbers of elementary/middle school students unlikely to reach proficiency by 2014 and for high schools not meeting Grad Rate benchmarks and proficiency in required academic benchmarks or differential academic profiles. For high schools and systems having failed their secondary indicators, we will first measure the most “At-Risk” due to failing Grad Rates as the first cut for prioritizing and differentiating schools/systems not meeting this benchmark. For schools/systems meeting the Grad Rate benchmark, but failing the required academic benchmarks, Tennessee will prioritize At Risk for those with the greatest numbers of secondary school students not meeting proficiency in required academic benchmarks.

For elementary/middle schools, Tennessee will use the Tennessee Value Added Assessment System (TVAAS) student projections to proficiency approved for use in Tennessee’s Growth Model by USDOE in 2006 to identify the systems and schools with the greatest need.

Tennessee was one of the first two states to receive USDOE approval to implement a Growth Model. Tennessee’s Growth Model includes projected proficiency levels for students three years into the future in the calculations. Since the approval, Tennessee has provided documentation to USDOE that projections three years in advance, using all of each student’s prior test scores, were more highly related to final outcome than a single score from the adjacent year in the same grade and subject. Additionally, the methodology and software to produce the projections were reviewed by the Government Accounting Office (GAO) and found to produce the estimates as outlined in Measurement of Academic Growth of Individual Students toward Variable and Meaningful Academic Standards (<http://www.sas.com/govedu/edu/wrightsandersrivers.pdf>).

The student projections meet the technical requirements necessary for implementation, and their use supports the state’s long range plan to improve the academic attainment in the state. A simple aggregation of the individual student projections will provide a clear and transparent metric for the systems, schools and the public in a state presently engaged in significant elementary, middle, and high school reform.

For high schools, Tennessee will use the percent of students graduating annually with a defined composite Graduation Rate Additional Indicator to identify High Risk and Low Risk schools and systems for assistance and sanctions (Appendix B, Attachment 2, Graduation Rate Risk Assessment). For those high schools meeting the Graduation Rate benchmark, but failing proficiency in required academic benchmarks (Gateway Math and Gateway Language Arts/Writing 11th grade), Tennessee proposes to use differential academic profiles (Appendix B, Attachment 6 – Performance Level Distribution for Selected High Schools, Example 1) of proficiency to discriminate between types of assistance and sanctions.

Through these two metrics, Tennessee proposes to differentiate the sanctions and its proven targeted team technical assistance model with identified High Priority (failed Adequate Yearly Progress (AYP) at least two consecutive years in same content area) and Target (failed AYP for the first year) schools and systems to provide specific sanctions and tailor made improvement interventions. Tennessee will propose the use of tested and innovative methods of differentiating the spectrum of school and system needs for diagnosing immediate and long-term technical assistance.

Tennessee will leverage federal and state funds to focus targeted team technical assistance on the most serious needs Title I and Non-Title I schools and systems. Last year, Tennessee's Governor Bredesen signed off on a new state law to ensure that new funds, called Basic Education Program (BEP 2.0) funds, would be expended for 'At-Risk' students or any student not proficient in reading, language arts, writing, science, social studies, and math for Pre-K through 12 students to ensure proficiency. All Tennessee schools/systems are now required to write improvement plans illustrating how these funds are targeted to meet the needs of any failing subgroup. Release of all state, local and federal funds is contingent upon state approval of each system's plan (Tennessee Systemwide Comprehensive Planning Process – TCSPP). These improvement plans serve as each school/system's accountability document and are being currently monitored by the Office of the State Comptroller annually.

In our Tennessee research, we have discovered schools and systems that move off the High Priority List (schools and systems failing to meet federal benchmarks) must have a focus and clarity of purpose on the following:

- organization of the school/system – time on task and content scheduling;
- standards based instruction – how content is taught;
- aligned curriculum – what is taught;
- informed leadership and highly qualified staff; and
- use of assessment results to improve teaching, both formative and summative, for continuous improvement.

One lesson learned is that we must also build capacity in local school system personnel so they are able to support their schools once the State Agency has moved out of the school/system or the school/system will return to the High Priority List.

In 1998, Tennessee law preceded No Child Left Behind as an accountability mandate for the state to require the identification of and assistance to low performing schools and systems based on performance criteria. As a State, Tennessee recognized that it was not fair, equitable, nor adequate to simply identify schools and systems as not performing, but it was a state responsibility to provide targeted team technical assistance to all identified.

The Tennessee Department of Education began to build staff capacity and developed a regional and service delivery infrastructure which could provide assistance to schools and systems that needed to improve. An Urban Specialist for the State was recruited to bring a focus on meeting the needs of urban schools. Tennessee developed a Targeted Team Technical Assistance Model, which includes the Exemplary Educator Program, which has been recognized by Harvard University to be a 'bright line' model for high quality technical assistance in turning schools and systems around (Appendix A, Attachment 8 - State of Tennessee Targeted Team Technical Assistance Model).

Since 1993, Tennessee has had a database which tracks individual student achievement and value added in reading, language arts, math, science, writing, and social studies for elementary schools (grades 3-8) as well as tracking achievement (Gateway Math (Algebra I), Gateway Science (Biology I), Gateway Language Arts (English II), Writing (Grades 5, 8, and 11) – ACT, and End of Course assessments) as well as individual student projections to a variety of academic endpoints, including subsequent measures required by NCLB. Additionally, Tennessee has implemented a Data Warehouse which is currently being linked to Tennessee's school and system planning processes. This is supplemented by the information available to Tennessee educators via the TVAAS restricted website. The TVAAS reports provide measures of schooling influence on student progress and query options to identify students likely to be at risk in subsequent years. All Tennessee educators have access to these reports and queries. By linking Tennessee's TVAAS website to the Tennessee School Improvement Planning Process (TSIPP), educators will have access to automated reports each year of students with the greatest academic need. Our ultimate goal is to provide Personalized Learning Plans (PLPs) containing all student performance data and diagnostics to all Tennessee teachers prior to the beginning of each school year for all their students.

Access to and use of these data facilitate school and system improvement planning. Since 1995, Tennessee has required all schools to develop and implement school improvement plans. The Tennessee School Improvement Planning Process (TSIPP) is required of all elementary, middle and high schools and is the planning vehicle to address student performance and move schools forward (Appendix A, Attachment 3 – TSIPP Action Plan Template). Three years ago, Tennessee developed the Tennessee Comprehensive Systemwide Planning Process (TCSPP), which is the tool for systemwide collaboration and planning (Appendix A, Attachment 4 – TCSPP Action Plan Template). The TCSPP was the first model in the nation to bring all required federal and state planning requirements into one plan, one process for improvement. This planning tool will be updated with specific guidance for early identification of At-Risk students using student projections to future tests. All Tennessee educators responsible for school-improvement planning will have access to this protocol, not just failing schools. With this infrastructure in place, we were able to assure the Tennessee Legislature and State Board of Education that we could track the new At-Risk funds dedicated to classroom expenditures for accountability purposes. The Tennessee Legislature and Comptroller’s Office for accountability tracking of BEP 2.0 At-Risk funds are currently utilizing these two Plans.

This tradition of accountability is outlined to illustrate that Tennessee has a foundation and infrastructure which will enable staff to pilot a new method of categorizing schools for the provision of sanctions and technical assistance which will be thoughtful and designed to meet the specific needs of each identified school and system. As a state that has been active in the provision of technical assistance to failing schools and systems, we are now poised to pursue an innovative approach to tailor made sanctions and technical assistance based on specific needs of our identified schools and systems . If approved, the state will implement this differentiated accountability process based on 2007-2008 assessment data.

RATIONALE – PROPOSED MODEL

Even though as a state we currently do not have 20% of our Title I schools failing and identified on our High Priority List, when we analyzed last year’s achievement data against this year’s new increased benchmarks, we did see a dramatic increase of the percent of Title I high priority schools on the state’s list. (Appendix B, Attachment 3 – Schools Projected to Fail) Additionally, in 2009-10, Tennessee is moving to a more rigorous and relevant set of standards and expectations for all students with the American Diploma Project (ADP). This serves to illustrate the need for Tennessee to have a differentiated approach to sanctions and service delivery for all identified schools/systems needing assistance as our numbers are increasing exponentially and outgrowing state personnel capacity.

Therefore, Tennessee proposes the following two tier protocol for differentiating sanctions and prioritizing of schools/systems’ needs and targeted technical assistance from the State:

Tier I. ‘Prioritizing of School/System Performance Benchmarks’

Tennessee will follow the statutory AYP model per the approved Tennessee Accountability Workbook (<http://www.ed.gov/admins/lead/account/stateplans03/tncsa.pdf>), and will continue to use the federally accepted status names, e.g., School/LEA Improvement 1, School/LEA Improvement 2, School/LEA Corrective Action, School/LEA Restructuring 1, School/LEA Alternative Governance - Restructuring 2, and State/LEA Reconstitution Plan (takeover) for identification of schools/systems. We will continue to apply accountability requirements to all schools and school systems in Tennessee. The Status and Projection Models will continue to be used for identification of low performing (high priority) schools and school systems. Additionally, in being proactive, we identify ‘Target’ Schools/School Systems as those failing federal benchmarks for any subgroup for the first time. We will include these in our delivery of differentiated technical assistance.

Elementary/Middle Metric

More specifically, the Projection Model would be expanded to determine the level of intervention for schools based on how far they are from reaching the current Annual Measurable Objectives (AMOs). Each school would receive a percentage based on the number of students expected to be proficient or advanced three years in the future out of the total number of students tested at the school in the most recent year. Schools with the lowest projected proficiency percentage would have the greatest level of resources and intervention while schools with higher projected proficiencies would have fewer interventions. This metric will be subject-specific for schools and systems.

As an example with the 2008 – 2010 AMOs in math (86) and reading (89), schools that are more than seven percentage points from the AMOs would be considered High Risk (comprehensive recovery) while schools that are seven or less percentage points from the AMOs would be considered Low Risk (focused recovery). The graphic below illustrates the concept for math:

School/System Name	% Projected Prof or Adv (Math)	Intervention Level
School A	75	<u>High Risk</u> : more than 7 percentage points from reaching AMO and did not meet AYP last year
School B	83	<u>Low Risk</u> : 7 or less percentage points from reaching AMO and did not meet AYP last year

The rationale of this particular metric is that it encourages proactive, forward planning at the student level to ensure that more and more students are better prepared academically. School administrators have an opportunity to utilize data—already available to them—to create individual student plans before the student has actually been tested for proficiency, allowing critical time to increase chances for reaching proficiency. Furthermore, the metric uses a readily understood concept (the projected proficiency percentage) that clearly identifies the schools or systems that have the greatest need for dramatic intervention.

In preliminary research using the 2007 AYP test results and the 2008-2010 AMOs, in the High Risk category, 67 schools fit this criterion for math and 38 fall below the new AMO for reading for a total of 86 individual schools out of 1388 elementary/middle schools. Many schools fail in both subject areas. (Appendix B, Attachments 4a and 4b)

High School/Secondary Metric

In examining and differentiating High Schools and secondary aspects of School Systems, the metric to be used is the federally required Additional Indicator for Graduation Rate. All High Priority secondary schools/systems failing the required federal benchmark for Graduation Rate would be analyzed based on the nationally recognized percentage of 60% which has been deemed unacceptable. 60% and below would populate the High Risk schools/school systems, and 60.1% and above (ceiling of 90% State Board of Education derived performance target) would constitute the Low Risk group of High Priority schools/systems. High schools/systems not failing Graduation Rate, but failing other federally required benchmark would be analyzed per the following:

Per each Required Academic AMO/benchmark, e.g., math and English/11th grade Writing, increments of growth in achievement proficiency toward each performance target would be projected over time with trajectories differentiating amount of academic growth required per school. Not meeting each target would differentiate High Risk and Low Risk groups for both targeted technical assistance as well as sanctions.

Per each Required Academic AMO/benchmark, e.g., Gateway Math (Algebra I) and Gateway Language Arts (English), Cohen’s effect size for proportion (Cohen’s *h*) will be utilized to measure and discriminate differences between academic profiles between the State and schools on the differential academic profiles for high schools. The difference is dependent on both the magnitude of difference and

actual sample size. To account for this, Cohen's h with an arcsine transformation will be used. The high school academic profiles are expressed as percentages of six performance categories. The first three categories are utilized in the AYP *Below Proficiency* designation. The fourth and fifth categories are utilized in the AYP *Proficient* designation. The sixth category indicates the AYP *Advanced* designation. To find "High Risk" (Comprehensive Recovery) schools for each content, the effect size will be calculated as follows: the State sum of transformed proportions from categories (or levels) 1 through 4 minus a school sum of transformed proportions from categories (or levels) 1 through 4. If a school has effect size $< \text{or} = -.00$, then the school will be considered as a "High Risk academic profile" or Comprehensive Recovery school for a given content. All other schools will be considered "Low Risk" based on an effect size $< \text{or} = .00$ and be categorized as Focused Recovery schools. Classification of two effect size clusters will differentiate "High Risk" and "Low Risk" groups for both targeted team technical assistance as well as sanctions. (Appendix B, Attachment 5 – Tennessee Effect Size for Proportion)

Tier II. 'Differentiated Targeted Team Technical Assistance Model'

After determining Tennessee High Priority schools/school systems, we will organize AYP determined High Priority and Target schools/systems for differentiated and prioritized technical assistance into two levels identified as High Risk (comprehensive recovery) and Low Risk (focused recovery). High Risk schools having the greatest needs receive the most intense sanctions and assistance while Low Risk schools, by the mere fact they have lesser needs, will receive less intense services and sanctions. 'Target' schools/systems will continue to be provided resources, state personnel and expertise with technical assistance from Field Service Centers state personnel, the Urban Specialist and State DOE personnel based on needs over time. Target schools/systems are those that have failed one or more federal benchmarks for any subgroup(s) for the first time and are not on any official List. No sanctions will be applied, but state targeted technical assistance will be provided to avoid further failures of federal benchmarks.

The Tennessee Targeted Team Technical Assistance Model, (Appendix A, Attachment 8) is designed and developed to provide technical assistance to both State-identified Target and High Priority schools and school systems in areas where they have failed to satisfy accountability requirements associated with No Child Left Behind. This support will be provided to these schools/systems missing benchmarks for two or more years, by Exemplary Educators (EEs), System Targeted Assistance Team (STAT) consultants, Achievement Gap Elimination (AGE) consultants, and Urban Specialist. Additionally, in an effort to intervene early, Tennessee identifies schools/systems that miss benchmarks for the first year as Target. While not a published list, it is a signal that a need should be addressed immediately. Support will be provided to Target schools/systems by Field Service Center (FSC) state personnel, Urban Specialist, School Improvement Personnel, Title I, Federal Programs, Teaching and Learning, and Resources and Support Services.

Exemplary Educators, STAT consultants, and AGE consultants are recently retired teachers, principals, guidance counselors, superintendents, and other administrators who have expertise in reading, language arts, mathematics, data, leadership and other content areas and who have been successful in working with particular subgroups, such as students with disabilities and English Language Learners. These technical assistance service providers continue to increase their capacity to serve schools/systems through the assistance of the Appalachia Regional Comprehensive Center (ARCC) with a focus on professional development, school and district audits, and strategic technical assistance. Field Service Centers are staffed with state personnel working in the areas of NCLB, special education, and career-technical education.

Drawing on their experience and training, EEs, STATs, AGE consultants and FCS personnel work with school/system personnel to identify strengths and needs on a school-by-school/system-by-system basis and develop a customized plan for improvement unique to each site. This approach involves focusing school leaders and staff on instructional and organizational issues and enlisting them in a collaborative school/system improvement process rather than a "top-down" approach. In addition, Tennessee's Targeted Team Technical

Assistance Model seeks to embody what research indicates about professional learning communities. It provides built-in time and opportunities to engage in continual professional learning, reflection, teamwork, and collaboration around curriculum, instruction, assessment, organization and leadership.

The provision of targeted team technical assistance would be based on the type of prioritized need for each school and school system and matched to the type of specialist’s competencies as follows:

		Elementary/Middle	High School	District
High Risk	Criteria	Schools greater than seven percentage points from reaching AMO and did not meet AYP last year.	Schools effect size <= -.00 and did not meet AYP last year. Graduation rate 60% and below and missing AYP.	Same as Elementary/Middle and High School
	TA	These schools would have intensive services from an Exemplary Educator.	These schools would have intensive services from an Exemplary Educator.	These systems would have intensive services from an Exemplary Educator and a STAT consultant.
Low Risk	Criteria	Schools seven percentage points or less from reaching AMO and did not meet AYP last year.	Schools effect size <= .00 and did not meet AYP last year. Graduation rate above 60% and below 89.5% but missing AYP.	Same as Elementary/Middle and High School
	TA	These schools would have the services of an Exemplary Educator and AGE consultant.	These schools would have the services of an Exemplary Educator and AGE consultant.	These systems will have the services of an Exemplary Educator and a STAT consultant.

(Appendix A, Attachment 6 – Tennessee Differentiated Accountability Technical Assistance Chart)

CORE PRINCIPLES

- The Differentiated Accountability Model will provide more effective targeted technical team assistance to all Tennessee schools/systems in a data driven approach for improving our system of needs based service delivery.
- The Differentiated Accountability Model will assist school personnel in closing achievement gaps for all students.
- Tennessee is committed to building capacity for personnel in Tennessee schools and school systems and is committed to helping educators ‘get their arms around the data’.
- Tennessee’s Job One is to build capacity for all students in schools and school systems.
- Tennessee has a Department of Education fully approved standards and assessment system which includes annual assessments in each of grades 3-8 and high school in reading/language arts, mathematics, social studies, and science including alternate assessments which includes all students and reports are available annually in State, system and school Report Cards.
- Tennessee has an approved Highly Qualified Teacher Plan.
- Tennessee provides annual AYP determinations prior to the beginning of each school year for all schools and systems, which includes student performance data for all students.
- Tennessee has no significant outstanding monitoring findings related to NCLB requirements.
- Tennessee has a Harvard University awarded Exemplary Educator program which provides technical assistance to all High Priority schools and school systems.

- Tennessee has a longitudinal student performance database for all its students in achievement, non-academic indicators, and value added results, as well as individual student projections to a variety of academic endpoints.
- Tennessee has high school academic data that will provide for identification of individual students within proficiency levels that are most “At-Risk” of not meeting academic benchmarks.
- Tennessee has been recognized nationally for its systemic approach to improvement planning at the school, system, and school board levels.
- Tennessee is committed to increased and improved options for parents by removing barriers to public school choice and supplemental education services.

SECTION I: ACCOUNTABILITY

The state maintains its current practice for determining AYP and identifying schools as in need of improvement.

CORE PRINCIPLE 1: ADEQUATE YEARLY PROGRESS (AYP) DETERMINATIONS CONSISTENT WITH STATE’S CONSOLIDATED ACCOUNTABILITY WORKBOOK

Tennessee will hold every public school and Local Education Agency (LEA) in the state accountable, including charter schools. Only K-2 schools do not participate in the standardized state assessment system. These schools will be held accountable based on the performance of their receiving schools. T.C.A.49-1-602, enacted during the 2002 legislative session, amended the Education Improvement Act to form a single accountability system for all Tennessee public schools. All schools, Title I and non-Title I, will be held to the same Adequate Yearly Progress (AYP) measures. The State will identify their progress in meeting those objectives by the required disaggregated subgroup populations on the State’s Report Card.

In addition, during the 2002 legislative session, Tennessee enacted its first charter school legislation. This legislation specifically requires charter schools to meet adequate yearly progress measures or face the revocation of their charters.

T.C.A. 49-1-602 requires the Department of Education to present to the State Board of Education by September 1 the list of schools identified as not meeting AYP objectives and identified in a sanction category.

The State will assist LEAs to understand how the accountability system works by providing written guidance and holding special conferences and workshops. This information will include how the State calculates participation, attendance, and graduation rates. These annual meetings are held each June, and all Directors of Schools and Improvement Team members are invited at both the school and system level.

All Tennessee schools and school districts are held accountable in ensuring that all students are proficient by 2013-14 as required.

Tennessee’s Benchmarks for Reading/Language Arts and Math – Elementary/Middle School

School Year	Reading/Language Arts Target	Math Target	Attendance Rate
2002-2003 through 2003-2004	77%	72%	93%
2004-2005 through 2006-2007	83%	79%	93%
2007-2008 through 2009-2010	89%	86%	93%
2010-2011 through 2012-2013	94%	93%	93%
2013-2014	100%	100%	93%

Tennessee’s Benchmarks for Reading/Language Arts and Math – High School

School Year	Reading/Language Arts Target	Math Target	Graduation Rate
2002-2003 through 2003-2004	86%	65%	90%
2004-2005 through 2006-2007	90%	75%	90%
2007-2008 through 2009-2010	93%	83%	90%
2010-2011 through 2012-2013	97%	91%	90%
2013-2014	100%	100%	90%

The State of Tennessee’s Accountability Workbook addresses AYP requirements and determinations for all public schools in the state for both Title I and Non-Title I schools/systems, as required by NCLB (Appendix A, Attachment 1).

Annual AYP determinations are made for all public schools in the state, as required by NCLB and as described in the state’s accountability plan. The state’s accountability system continues to hold all schools/systems accountable and ensure that all students are proficient by 2013-14.

CORE PRINCIPLE 2: TRANSPARENT INFORMATION ABOUT AYP CALCULATIONS.

The following are defined in the Accountability Workbook published at the following address: <http://www.ed.gov/admins/lead/account/stateplans03/tncsa.pdf>. (Tennessee has submitted proposed amendments to its Accountability Workbook, (Appendix A, Attachment 2) which have not been approved by the USDOE to date.)

Full Academic Year – A full academic year is defined as continuous enrollment in a school, district, or the state from at least one day of the first reporting period (consisting of the first 20 days of the school year and reported October 31) until test administration. This information is required to be coded on the students’ test answer sheets. In cases in which students are absent because of suspension, the suspended students are still considered enrolled in the school.

Minimum Group Size – For the purpose of reporting AYP, the minimum N count is 1% of the tested students or 45, whichever is greater. This value provides an acceptable balance between the requirement for statistical reliability in the AYP calculations and holding schools accountable for the maximum number of students. Impact analyses conducted in Tennessee using subgroup population data indicate that the selection of a required minimum n-count of 45 does not adversely impact the percent of inclusion of any subgroup population. Tennessee uses n-counts generated from two grade spans; K – 8, and 9 – 12.

If a school or LEA meets or exceeds the minimum number of students in a required subgroup and meets the 95% participation rate requirement, then that school or LEA must meet annual performance objectives set by the State with the application of a 95% confidence interval. In calculating AYP for student subgroups, 45 or more students must be included to assure high levels of reliability.

K-2 Schools – The State will base their status on their receiving schools’ AYP determination.

Alternative Schools - Students in alternative schools will have their performance data assigned to the alternative schools they are attending, and the State will use the event dropout rate as the additional indicator for alternative schools with high school grades.

Local Special Schools – Students in special schools at the local level will have their performance data assigned to the schools they are attending.

Special Classrooms within Schools – Students in special classrooms within schools designed to meet special needs and serve students from other schools, such as specialized special education classes, will have their performance data assigned to the schools they are attending.

State Special Schools – Students in special schools at the state level, such as Tennessee School for the Blind, will have their performance data assigned to the state.

Small Schools – Schools with fewer than an N of 45 for all students for the most current year, which account for only about 3% of the schools in the state, will be defined as a small school and a 95% confidence band will be utilized to determine AYP for that year based on the school’s “N” count. For schools with fewer than an N of 10 for all students for the most current year, the State will determine AYP by summing test results over 2 to 3 years, until an N of 10 is reached.

New Schools – Students in newly opened schools, including newly opened charter schools, will have their performance data assigned to the new school they are attending. The first year a new school is open, the State will only report the results of the assessments. The second year the State will make its initial adequate yearly progress (AYP) determination for the new school. The third year the new school is open will be the first year that the new school could potentially be identified for school improvement.

Schools with only grades 7-9 – Junior high schools with 7-9 grade configurations will base their status on elementary/middle AYP additional indicator standards.

High schools without a 12th grade – The State will use the event dropout rate as the additional indicator for high schools that do not include 12th grade.

The public is provided clear and understandable explanations of how AYP is calculated for schools/systems and declares assurances that all students are included in Tennessee’s accountability system with documentation available online at the following address:

<http://state.tn.us/education/nclb/ayp/>.

In addition to the Accountability Workbook and High Priority Lists for schools/school systems available at the documentation address above, the results for each school and system can be found under the “NCLB (AYP)” tab of the TDOE Report Card that the following address: <http://state.tn.us/education/reportcard/>.

CORE PRINCIPLE 3: TITLE I SCHOOLS CONTINUE TO BE IDENTIFIED FOR IMPROVEMENT AS REQUIRED BY NCLB.

Tennessee identifies both Title I and non-Title I schools and districts for improvement after missing adequate yearly progress (AYP) for 2 consecutive years as outlined in its approved accountability workbook available on the Department’s website at <http://state.tn.us/education/nclb/ayp/>. The State proposes to continue to identify both Title I and non-Title I schools and districts in compliance with its approved accountability workbook while differentiating the interventions applied to districts and schools based on how close they are to meeting the State’s goals.

Tennessee publicly reports the status of all districts and schools identified as High Priority annually in a variety of ways. Before the beginning of the school year, the Department issues press releases which announce the schools and districts that the State Board of Education has identified as High Priority at:

<http://info.tnanytime.org/tdoe/?m=200708>. The Department’s website page at

<http://state.tn.us/education/nclb/ayp/> also lists all identified schools and districts. In addition, the Department’s report card site at <http://state.tn.us/education/reportcard/> identifies the AYP status of all districts and schools.

With the current proposal, Tennessee will continue to identify schools and districts as high priority and their

stages of school or district improvement, but in addition, Tennessee will also identify districts and schools as either High Risk or Low Risk based on the Differentiated Accountability criteria.

SECTION II: DIFFERENTIATION MODEL

CORE PRINCIPLE 4: METHOD OF DIFFERENTIATION

The method for differentiation of identified schools is technically and educationally sound, based upon robust data analysis, and the state applies its method of differentiation uniformly across the state. The differentiation in the identification of schools for improvement is based primarily on students' demonstration of proficiency in reading/language arts and mathematics.

Tennessee was one of the first two states to receive USDOE approval to implement a Growth Model. Tennessee's Growth Model includes projected proficiency levels for students three years into the future in the calculations (http://state.tn.us/education/nclb/doc/NCLB_Growth_Model_Pilot_2007.06.1.pdf). Since the approval, Tennessee has provided documentation to USDOE that projections three years in advance, using all of each student's prior test scores, were more highly related to final outcome than a single score from the adjacent year in the same grade and subject. Additionally, the methodology and software to produce the projections were reviewed by the Government Accounting Office (GAO) and found to produce the estimates as outlined in Measurement of Academic Growth of Individual Students toward Variable and Meaningful Academic Standards (<http://www.sas.com/govedu/edu/wrightsandersrivers.pdf>).

The student projections meet the technical requirements necessary for implementation, and their use supports the state's long range plan to improve the academic attainment in the state. A simple aggregation of the individual student projections will provide a clear and transparent metric for the systems, schools and the public in a state presently engaged in significant elementary, middle, and high school reform.

For high schools, Tennessee will use the percent of students graduating annually with a defined composite Graduation Rate Additional Indicator to identify High Risk and Low Risk schools and systems for assistance and sanctions (Appendix B, Attachment 2 – Graduation Rate Risk Assessment). For those high schools meeting the Graduation Rate benchmark, but failing proficiency in required academic benchmarks (Gateway Math and Gateway Language Arts/Writing 11th grade), Tennessee proposes to use differential academic profiles of proficiency to discriminate between types of assistance and sanctions.

In Tennessee's Differential Accountability System, Cohen's effect size for proportion (Cohen's *h*) was utilized to measure and discriminate differences between academic profiles between State and schools on the differential academic profiles for high schools. The difference is dependent on both the magnitude of difference and actual sample size. To account for this, Cohen's *h* with an arcsine transformation was used.

The high school academic profiles are expressed as percentages of six performance categories. The first three categories are utilized in the AYP Below Proficiency designation. The fourth and fifth categories are utilized in the AYP Proficient designation. The sixth category indicates the AYP Advanced designation.

In Gateway Math (Algebra I), the scale score cut for Proficient is 494 and the lowest obtainable scale score (LOSS) is 300. To make three categories within Below Proficient, a class interval was calculated as follows: (Proficient cut minus one) minus LOSS and divided by three = $((494-1) - 300)/3 = 64$. The first category is from 300 to 364, the second from 365 to 429, and third from 430 to 493. The class interval of the fourth category is from 494 to 505 (the 11 scale score points, 505 minus 494, that contains 2 more raw cut scores of proficient). The class interval of the fifth category is from 506 to 539 (Advanced scale score cut minus one scale score). The class interval of the last category is from 540 to highest obtainable scale score (HOSS).

In the Gateway Reading/Language Arts (English II) to establish six categories, we applied the same approach that was used for Gateway Math listed above. The cut for Proficient is 454 and the lowest obtainable scale score (LOSS) is 300. To make three categories within Below Proficient, each class interval was calculated as follows: (Proficient cut minus one) minus LOSS and divided by three = $((454-1) - 300)/3 = 51$. The first category is from 300 to 351, the second from 352 to 403, and the third from 404 to 453. The class interval of the fourth category is from 454 to 464 (the 10 scale score points, 464 minus 454, that contains 2 more raw cut scores of proficient). The class interval of fifth category is from 465 to 510 (Advanced cut minus one). The class interval of the last category is from 511 to highest obtainable scale score (HOSS).

We will calculate the frequency and percent of each performance category for schools that did not meet AYP as well as the State. The State Academic Profile results will be used as a reference for all high schools. As mentioned above, each percent or proportion will be transformed to $2 \cdot \arcsine(\sqrt{\text{proportion}})$. The effect sizes are calculated as follows: $2 \cdot \arcsine(\sqrt{\text{state proportion}}) - 2 \cdot \arcsine(\sqrt{\text{school proportion}})$.

To find “High Risk” (Comprehensive Recovery) schools for each content area, the effect size will be calculated as follows: the State sum of transformed proportions from categories (or levels) 1 through 4 minus a school sum of transformed proportions from categories (or levels) 1 through 4. If a school has effect size ≤ -0.00 , then the school will be considered as a “High Risk academic profile” or Comprehensive Recovery school for a given content. All other schools will be considered “Low Risk” based on an effect size ≤ 0.00 and be categorized as Focused Recovery schools.

Math	Reading/Language Arts	Graduation*	Remarks
X (55%)	X (84%)	X (57%)*	Comprehensive Recovery
X (58%)	X (84%)		Comprehensive Recovery
X (64%)		X (58%)*	Comprehensive Recovery
	X (86%)	X (59%)*	Comprehensive Recovery
X (69%)			Focused Recovery
	X (86%)		Focused Recovery
		X (59%)*	Comprehensive Recovery
		X (61%)	Focused Recovery
*Graduation Rate 60% and below is automatically Comprehensive Recovery			

Tennessee will continue to use its current AYP method for identifying High Priority schools/systems and Target schools/systems. The federally defined status names, which apply to both Systems and Schools, will be used as in the past, i.e., Improvement 1; Improvement 2; Corrective Action; Restructuring 1; Alternative Governance - Restructuring 2; and State/LEA Reconstitution Plan. (Appendix A, Attachments 5a and 5b). The differentiation in providing targeted team technical assistance and sanctions will consist of prioritizing ‘High Risk’ and ‘Low Risk’ schools and school systems from within previously identified High Priority schools/systems using Tennessee’s current AYP method of identification (Attachments 5a and 5b).

We will organize AYP determined High Priority and Target schools/systems for differentiated and prioritized technical assistance into two levels identified as High Risk (comprehensive recovery) and Low Risk (focused recovery). High Risk schools/systems having the greatest needs receive the most intense sanctions and assistance while Low Risk schools/systems, by the mere fact they have lesser needs, will receive less intense services and sanctions. (Appendix A, Attachment 7 – Category Determination Flow Chart; and Attachment 9– Categories of Differentiation)

Targeted team technical assistance would be provided based on the type of prioritized need for each school and school system and matched to the type of specialist’s competencies. (Appendix A, Attachment 6 – Tennessee Differentiated Accountability Technical Assistance Chart)

Schools may move between different categories of differentiation and phases of improvement over time as depicted in the following chart:

Example #1 Elem/Middle School				
School Year	Made AYP?	AYP Status	% missed	Risk Status
2006-2007	Yes	Good Standing	none	none
2007-2008	No	Target	reading 80%	none
2008-2009	No	School Improvement 1	reading 85%	Low
2009-2010	Yes	School Improvement 1 - Improving	met all (reading 89%)	Low
2010-2011	No	School Improvement 2	reading 86%	High
2011-2012	No	Corrective Action	reading 90%	Low
2012-2013	Yes	Corrective Action - Improving	met all (reading 94%)	Low
2013-2014	No	Restructuring 1	reading 95%	Low

Tennessee’s proposed model of differentiation does not systemically allow for a school to repeatedly miss targets in a particular student group over time and still not be subject to the intensive interventions. Although a school could be identified and remain identified as Low Risk because of the systematic performance of one subgroup, the State’s proposal would still ensure that this school move through the current stages of school improvement. Hence, a school which repeatedly failed AYP because of the performance of one of its subgroups would still be subject to the appropriate interventions required at corrective action and restructuring phases.

The State of Tennessee proposes to use only its current academic (grades 3-8 and high school reading/language arts and mathematics) and non-academic indicators (grades K-8 attendance and 9-12 graduation rate) with the differentiated accountability process.

CORE PRINCIPLE 5: TRANSITION

Tennessee’s research has validated the student projections as a reliable metric for ascertaining future performance of students. Since this application requires no new calculations beyond those already reported for districts and schools, the transition to the differentiated accountability model between 2007-08 and 2008-09 will be seamless.

For schools (high schools) not using projections, Tennessee is proposing the use of current indicators such as Grad Rate (60% and below for High Risk and above for Low Risk technical assistance and sanctions), and Academic indicators (Math and English/Writing 11th grade). Specifically in Tennessee’s Differential Accountability system, Cohen’s effect size for proportion (Cohen’s *h*) was utilized to measure and discriminate differences between academic profiles between State and schools on the differential academic profiles for high schools. The high school academic profiles are expressed as percentages of six performance categories which would allow us to drill deeper and use a more diagnostic approach than we are using now for the provision of technical assistance and sanctions. The first three categories are utilized in the AYP Below Proficient designation. The fourth and fifth categories are utilized in the AYP Proficient designation. The sixth category indicates the AYP Advanced designation. (Appendix B, Attachment 7 – Performance Level Distribution for Selected High Schools, Example 2)

During the transition from the current accountability model to the differentiated accountability model, students who received SES during the school year 2007-08 and remain in a school that is identified as Title I High Priority will be eligible to continue to receive SES during the first year of implementation of the Differentiated Accountability Model (school year 2008-09) even if they would not be eligible under the new criteria.

The State will require school districts to permit eligible students who have exercised the option to transfer to another public school in the 2007-08 school year to remain in that school until they have completed the highest

grade in the school even if these students do not meet the state’s new eligibility criteria under the differentiated accountability model. However, the school district would no longer be obligated to provide transportation for the student after the end of the school year in which the student’s school of origin is no longer identified for school improvement, corrective action, or restructuring.

CORE PRINCIPLE 6: TRANSPARENCY OF DIFFERENTIATION AND INTERVENTIONS

The differentiated accountability model reinforces the state’s goal of all students reaching proficiency by 2014. It encourages systems and schools to become proactive in their support for students at risk for academic failure. It brings increased emphasis to future students’ success, regardless of the present AYP status of individual schools and systems. It uses as a metric student projections from a process already approved by USDOE peer-review committee for inclusion in the state’s growth model calculations.

By focusing the highest level of intervention on the schools and systems where the state’s lowest-achieving students are enrolled, it is easy to provide a transparent metric to the public regarding the percentage of students likely to reach proficiency in three years.

Additionally, the high school differential academic profiles are transparent to schools and systems in that actual student data is used to prioritize and discriminate academic “at risk” populations. These data are available in multiple reporting formats to schools and systems through on-line reporting applications that will be enhanced with reporting features that will include performance category percentages in the six previously identified categories. These differential academic profiles will provide transparent public reporting of percentages of students “at risk” of not meeting the academic benchmarks. (Appendix B, Attachment 6 – Performance Level Distribution for Selected High Schools, Example 1)

In addition to the Accountability Workbook and High Priority Lists available at the documentation web address (<http://state.tn.us/education/nclb/ayp/>), the results for each school and system can be found under the “NCLB (AYP)” tab of the TDOE Report Card that the web address (<http://state.tn.us/education/reportcard/>).

SECTION III: INTERVENTIONS

CORE PRINCIPLE 7: INTERVENTION TIMELINE

The Tennessee Differentiated Accountability Technical Assistance Chart (Appendix A, Attachment 6) is the State’s outline for differentiation of sanctions and interventions to all Tennessee’s High Priority schools/systems. Interventions are assigned based on High Risk and Low Risk schools and systems. The schools and systems 7 or less percentage points from their AMOs will receive less intervention than those more than 7 percentage points from their prescribed AMOs. All interventions are aligned to, and will be applied to, failed AYP benchmarks in reading language arts/writing and mathematics.

In addition to differentiated interventions, differentiated sanctions will be applied to High Risk and Low Risk schools and systems. These sanctions will ensure all schools and systems needing High Risk interventions focus on improved student achievement through implementation of best practices around curriculum, instruction, assessment, organization and leadership. Sanctions will require the best and the brightest administrators and teachers to be in these identified schools with interventions providing the required professional development.

The State proposes to divide its identified High Priority Schools into two categories: High Risk and Low Risk. High risk schools are farther from meeting the State’s benchmarks than Low Risk schools, and therefore, need

more intense interventions which will be called ‘Comprehensive Recovery’. All High Risk schools will be provided with the services of an Exemplary Educator, who will be assigned to the school at least 100 days during the school year. In addition, Title I High Priority High Risk schools will be allocated more school improvement funds than Low Risk Title I schools. The potential interventions for High Risk schools include all the current options under restructuring at any stage of school improvement. The required interventions for these schools will be determined in partnership with the local educational agency, but must be approved by the State. Interventions will increase in intensity for schools which progress to the later stages of school improvement, such as corrective action and restructuring; however, these more intensive interventions will be available for schools at an earlier stage.

All Title I schools identified as high priority, whether they are identified as high or Low Risk, are subject to interventions. Both high and Low Risk schools must develop comprehensive school improvement plans and revise them annually based on data. These plans will be reviewed by both district and state staff annually for approval. Both Title I high and Low Risk schools will receive Title I school improvement allocations; however, Low Risk schools will receive lower amounts. Low risk schools will not be subject to the more intensive interventions targeted at High Risk schools. Although Low Risk schools will receive less extensive services of an assigned Exemplary Educator, they will be subject to using their school improvement funds to contract with a state approved school improvement consultant if their performance does not improve over time, and this will be called ‘Focused Recovery’.

Schools identified as Low Risk that repeatedly miss state benchmarks for students with disabilities or limited English proficiency will be required to use school improvement funds to contract with a state approved consultant that has expertise in the area of deficiency. In addition, these schools will be required to focus the use of their school improvement funds to these deficiencies.

The State has been directly and intensively involved with the improvement of its high priority schools for quite a few years through its Exemplary Educator program and the responsibilities that are assigned to the State through Tennessee Code Annotated (T.C.A.). Because of this, the State has found that many of its most low-performing schools need more intensive interventions at an earlier stage while others need less intensive interventions than those detailed in NCLB. The State’s proposal to divide its high priority school into two categories (High Risk and Low Risk) will allow the State to focus its resources, technical assistance, and intervention options that are appropriate to the seriousness to each school’s problems and potential to improve through selected interventions.

T.C.A. 49-1-602, the State’s education accountability legislation, proposes stages of school improvement consistent with those in NCLB except that more flexibility and responsibility is provided to the State to intervene in identified schools. This proposal provides the State with flexibility to build on the current model by differentiating accountability based on the seriousness of a school’s deficiencies in meeting the State’s benchmarks.

Schools that are identified as either High Risk or Low Risk will still proceed through the current stages of school improvement in NCLB. Interventions will be applied based on a school’s classification as either high or Low Risk, its stage of school improvement, and the evaluation of the success of interventions already applied to the school. Schools that are High Risk and continue to fail meeting annual measurable objectives will be subject to the most substantive and comprehensive interventions. High risk schools/systems will receive comprehensive recovery assistance and Low Risk schools/systems will receive focused recovery assistance.

The State legislature passed Public Chapter 376 last legislative session, which requires all districts to develop and implement differentiated pay plans to attract and retain teachers to high-need schools and high-need subjects. These plans are submitted to the State annually for approval. In addition, the State has identified its six largest districts, which are also the districts with most of the State’s high priority schools, to develop and implement specific equitable teacher distribution plans in collaboration with the Department, the regional comprehension center, and the National Comprehensive Center on Teacher Quality. Districts with high priority schools that apply for school improvement funds must address how they will attract and retain their most highly effective

teachers in their high priority schools. One of the interventions that will be required of High Risk schools that continue to fail Adequate Yearly Progress is the implementation of performance-based incentives to attract and retain effective teachers. Access to Title I school improvement funds will be contingent on addressing this requirement.

The State proposed model targets its resources, through its multi-tiered school support system, to improve teacher and principal effectiveness in its high priority schools. All high priority schools, both High Risk and Low Risk, will receive specific technical assistance from either trained Exemplary Educators, Urban Specialist, AGE, STAT or other state consultants. Both Exemplary Educators and other state consultants begin their technical assistance by working with the schools through the school improvement planning process. This process builds the capacity of the school to make data-driven decisions and match identified needs with scientifically-based instruction to improve instruction. This process assists these schools to target their resources on the areas that are identified with the greatest weaknesses, including their resources that are allocated through Title I school improvement funds. Exemplary Educators, AGE, STAT, and the assigned NCLB state consultants must review their assigned schools' applications for school improvement funds and recommend approval or revisions before the Executive Director of Federal Programs determines final approval and issues the grant award. Many of the school improvement funds are targeted at providing professional development to the staff to ensure that teachers are receiving professional development to improve their instruction in the areas that are identified as weak.

In addition, the Department has also strongly encouraged districts to provide performance pay and incentives to teachers in high priority schools. For High Risk schools, as a requirement to receive Title I school improvement funds, the district and its High Risk schools must address what initiatives, including incentives and performance pay, it will implement in these schools to attract and retain highly effective teachers. Districts will be required to use teacher effectiveness scores of existing teachers (available through TVAAS), when those are available, to recruit existing teachers to their High Risk schools.

CORE PRINCIPLE 8: TYPES OF INTERVENTIONS

The Tennessee Department of Education will continue to use the Exemplary Educators program to assist its lowest performing schools as identified by the State's accountability system. This program of assistance provides a comprehensive approach that includes

1. a review and analysis of the school's operation, including the design and operation of the instructional program, and assistance in developing recommendations for improving student performance
2. assistance in the design, implementation, and monitoring of a school improvement plan, developed by the school collaboratively with parents, school staff, and the LEA
3. at least a semiannual evaluation of the effectiveness of school personnel in meeting the goals
4. recommendations for additional resources, when needed, to the school, LEA, and where appropriate, the State Education Agency (SEA).

The overall charge of the EE program is to help the school create, implement, and monitor coherent, efficient, and practical plans for improvement. After each year of working with the school, the Exemplary Educator and/or other support team members, as appropriate, consult with the LEA to make a "next-steps" recommendation to the SEA.

The Exemplary Educators program provides targeted technical assistance to low performing schools through the use of individuals with expertise in areas where school/systems have not met state standards. The Exemplary Educators service delivery model provides an experienced and trained consultant to each identified school and system. Typically the Exemplary Educator spends approximately 100 days in the school; however, this will vary according to the needs of the school. These carefully screened, and thoroughly trained, Exemplary Educators are mostly retired Tennessee educators (teachers and administrators) with proven track records of success. Exemplary Educators offer solid technical assistance to current practitioners - they were there, they know how to get results,

and they have a commitment to share this knowledge and expertise with others. The major emphasis of the work of the Exemplary Educator is to build the capacity needed to sustain school improvement.

When indicators demonstrate a need for assistance in addition to the on-site Exemplary Educator, a support team of Exemplary Educators is assigned to the school. This external team assesses the current state of the school, makes recommendations for improvement, and monitors compliance. The amount of time and the resources needed by the team is defined by the school's needs.

The primary goal of the Exemplary Educators program is to assist schools/systems in developing and improving the performance of their organization in order to meet the state's standards. Therefore, the first charge for Exemplary Educators is to work closely with school/school system personnel to assess the strengths and needs of the organization. Once this planning is in place, the intervention model/strategies are developed for the school support plan. The plan, which is focused on following State/NCLB performance expectations, emphasizes the use of research-based strategies:

1. Capacity Building—Exemplary Educators seek to build the capacity of the school or system for sustaining its progress
2. Focus on Results—Exemplary Educators model, demonstrate, and facilitate the school/system staff in analyzing available data and using that data to focus on improving teaching and learning through effective, research-based practices.
3. Curriculum, Instruction, and Assessment—Exemplary Educators assist the school/system in focusing on and implementing effective strategies that impact curriculum, instruction, and assessment at the building and the classroom level.
4. Reculturing—Exemplary Educators assist school/system staff in building the culture of the organization to embrace positive change and to strengthen the core values of the school and community involvement.
5. Leadership—Exemplary Educators provide schools/systems with support, encouragement, and direction for leaders in order to promote a continuous improving environment focusing on teaching and learning.
6. Organization—Exemplary Educators support the school/system in maximizing the use of time, space, and other resources to promote increased student achievement, staff performance, and create a safe and orderly environment.
7. Parent Community Involvement—assist the school staff in focusing on and developing effective strategies for parent and community involvement.

Exemplary Educators use a number of data sources to assess the strengths and needs of their assigned school/system. The primary data sources are scores from the Tennessee Comprehensive Assessment Program, (e.g., TerraNova, Gateway, writing, etc.), which Exemplary Educators carefully analyze along with school/system staff. Once the school/system has analyzed the available data, Exemplary Educators work with the staff to prioritize its needs. These needs will become the basis for building their school improvement plan. When the school/system improvement plan is complete, the Exemplary Educators' task is to work with the school/system to implement the plan, to monitor the plan, and to make modifications to the plan wherever the data indicate. Because this work can have different implications in different schools/systems, Exemplary Educators create individual work plans that align with the school/system improvement plan and outline the specific tasks he or she will emphasize during the school year. Additionally, Exemplary Educators model specific strategies, provide appropriate professional development, conduct numerous observations, and constantly monitor the implementation of the improvement plan in order to help the school/system meet its goals.

Exemplary Educators submit evidence of formative assessments in the schools/systems three times a year. These assessments contain timely information based on the state of affairs in the school/system at the time the report is submitted and are aligned with the State performance expectations and standards to indicate levels of student achievement. Each report names the High Priority School/System and, in an prescribed format, details improvements, recommendations, and barriers to change in the school/system, and is filed by the Exemplary Educator with the State on or before October 15th, on or before December 15th, and on or before May 15th of each

year. As in the preparation of the school/system improvement plan, Exemplary Educators use quantitative (e.g., formative and summative assessment scores, survey results, graduation/drop-out rates, etc.) and qualitative data (e.g., additional information relative to school attendance indicators, discipline referrals, student/parent/community partner interviews, other relevant data which impacts student achievement, etc.) to document and provide evidence of their findings. Based on analyses of these data and their findings, Exemplary Educators modify services to schools/systems as appropriate.

It is significant to note that more than 50% of the schools (n = 94) assisted by Exemplary Educators achieved adequate yearly progress at the end of the 2006-2007 school year. The table below provides detailed information related to the number and percentages of High Priority Schools that achieved AYP by year for the last six years. Though no discernable patterns of Exemplary Educator activity have been found to be related to gains in achievement scores or schools achieving adequate yearly progress, the fact remains that when Exemplary Educators provide assistance to low-performing schools, the majority of those schools register increases in measured student achievement and in attaining adequate yearly progress (Craig, Butler, & Moats, 2005). This most likely reflects the fact that Exemplary Educators individualize the assistance each school receives based on the needs and strengths of the school. It is probably inappropriate in most circumstances for Exemplary Educators to apply exactly the same set of improvement strategies in each school because the schools do differ. The key seems to be having an experienced, trained, and supported Exemplary Educator working with a low-performing school to focus on improving student achievement.

High Priority Schools Achieving AYP by Year, 2001-2002 to 2006-2007				
School Year	Number of High Priority Schools	Number of High Priority Schools that Achieved AYP	Percent of High Priority Schools that Achieved AYP	Number of High Priority Schools that Achieved Good Standing
2001-2002	98	36	37%	--
2002-2003	99	69	70%	37
2003-2004	61	23	38%	13
2004-2005	165	126	76%	8
2005-2006	155	105	68%	87
2006-2007	94	47	50%	10

(Craig, J., Butler, A., & Moats, S. (2005). *An analysis of the attributes and work of Exemplary Educators: Summary of findings*. #02-05. Charleston, WV: AEL.)

Since 2001, a total of 128 schools identified for improvement have achieved AYP for two consecutive years and achieved good standing.

Tennessee will leverage school improvement funds under both sections 1003(g) and 1003(a) to provide targeted intervention to Title I high priority schools by involving Exemplary Educators and state NCLB field service consultants in the designing and approval process of applications for school improvement funds. Larger allocations of funds will be provided to high priority schools identified as High Risk than Low Risk. Tennessee does not plan on exercising the transferability provision under section 6123. The State plans to improve its statewide system of support by targeting the services of Exemplary Educators to High Priority High Risk schools, which are in greater need.

In addition, the State has begun to build the capacity of its districts to assist its low-performing schools through multiple initiatives. First, the state requires each district to develop and revise annually a district improvement plan, the TCSPP. State staff provide technical assistance in the development of the TCSPP and annually review for approval these plans. Second, for districts struggling with providing support to its low-performing schools,

the State has provided specially trained System Targeted Assistance Team (STAT) members for individual support. These support systems will continue under the current proposal.

The State has built its own capacity to provide support to low-performing schools also. State level staff are provided training on the TCSPP and the process to provide assistance to districts in improving those plans. Training for state staff includes assisting schools to develop their TSIPP.

CORE PRINCIPLE 9: PUBLIC SCHOOL CHOICE AND SUPPLEMENTAL EDUCATIONAL SERVICES

Title I Priority and High Priority Schools Public School Choice and SES Requirements

<i>Requirement</i>	High Priority Schools – Low Risk	High Priority Schools – High Risk
Public School Choice	<ul style="list-style-type: none"> • Begin in year 1 • Eligibility – All non-proficient students 	<ul style="list-style-type: none"> • Begin in year 1 • Eligibility – All students
SES	<ul style="list-style-type: none"> • Begin in year 1 • Eligibility – All non-proficient students 	<ul style="list-style-type: none"> • Begin in year 1 • Eligibility – All non-proficient students
Parental Notification	<ul style="list-style-type: none"> • All parents of non-proficient students 	<ul style="list-style-type: none"> • All parents

The State will require Title I High Priority Schools to offer both public school choice and supplemental educational services the first year the school is identified and continue to offer both options to parents through the other stages of school improvement. Eligibility for these options will not be based on income. Public school choice and supplemental educational services in Low Risk schools will be offered only to non-proficient students, regardless of income level. Public school choice in High Risk schools will be offered to all students, but supplemental educational services will be offered only to non-proficient students.

The State ensures that Title I schools identified as High Priority High Risk will offer the required students identified in the chart above, which include all low-income, non-proficient students, the options of public school choice and supplemental educational services starting with the first year a Title I school is identified. The State will ensure compliance with these requirements in two ways. First, the State requires all districts that must offer either public school choice and/or supplemental educational services to annually submit for approval a “Public School Choice and Supplemental Educational Services District Implementation Blueprint” (available at <http://state.tn.us/education/fedprog/doc/fpchoicesesplan.doc>). This document requires the district to outline its processes and procedures for meeting these requirements. Second, the State monitors actual annual implementation of these requirements through its Comprehensive Monitoring System (available at <http://state.tn.us/education/fedprog/fpmonitoring.shtml>). These requirements include all Title I schools identified as Priority or High Priority, even those K-2 schools that are identified through the process approved on page 8 of the State’s Accountability Workbook (available at <http://www.ed.gov/admins/lead/account/stateplans03/tncsa.pdf>).

Participation in Public School Choice and SES Reported in the Consolidated Performance Report School Year 2006-07

	Number of Eligible TN Students	Number of Participating TN Students	TN Percent of Eligible Students Participating	US Percent of Eligible Students Participating
Public School Choice	53,012	2,312	4.4%	2.2%
Supplemental Educational Services	31, 210	5,065	16.2%	14.5%

Plans to Expand Opportunities to Participate in Public School Choice

As evident from the chart above, Tennessee currently has higher percents of eligible students participating in both public school choice and supplemental educational services compared with the national averages. In actuality, Tennessee has a higher number of students participating in public school choice than the numbers that are reported on its Consolidated State Performance Report, from which these numbers and percents were reported for school year 2006-07. The Office of Elementary and Secondary Education policy letter of August 2004 (available at www.ed.gov/policy/elsec/guid/stateletters/choice/choice081804) allows LEA that have open enrollment and choice programs (such as magnet schools) to consider a student who is participating in Title I public school choice if the student meets the following conditions:

- Has a “home” or “neighborhood” school (to which the student would have been assigned, in the absence of a choice program) that receives Title I funds and has been identified as in need of improvement, corrective action, or restructuring; and
- Has elected to enroll after the home school has been identified and is attending that school.

The State has not provided districts with technical assistance to assist them in tracking and reporting the additional students that meet the criteria in the August 2004 U.S. Department of Education’s policy letter. Because of this, the State’s reported numbers are lower than its actual numbers of student participating in public school choice.

The State will implement the following strategies to increase the participation and reporting of students participating in Title I public school choice:

1. The State will require districts which have 1) open enrollment and magnet school choice programs; and, 2) Title I schools required to offer public school choice to develop and implement procedures which will count and report students that meet the conditions as stated in the August 2004 policy letter as participating in Title I public school choice. These more accurate numbers will then be reported in the State Consolidated Performance Report.
2. The State will require districts to offer Title I public school choice simultaneously with open enrollment and magnet school programs, which are offer to students and parents in the spring. Currently, for example, the second largest district in the State, Metropolitan Nashville Schools, has been offering public school choice in the subsequent fall after open enrollment and magnet school programs were offered the previous spring. This has limited the available seats for Title I public school choice. The adoption of this requirement will provide students eligible to participate in public school choice more schools for transfer. The State will require public school choice to be offered in the fall to students in newly identified Title I schools and students new to Title I schools required to offer public school choice.

Evaluation of SES Providers

The State has partnered with the Center for Research on Educational Policy at the University of Memphis to develop and implement procedures for evaluating SES providers. Annual evaluation reports for school years 2005-06 and 2006-07 of the State’s SES providers are available to the public on the State’s website at <http://www.state.tn.us/education/fedprog/fpses.shtml>.

The State has drafted procedures to utilize this evaluation data and the information from on-site monitoring reports of providers to determine the status of the State’s approved providers. This information will be disseminated to the public, including parents of students eligible for SES, and will be used to remove ineffective providers from the State’s approved list. The State plans to finalize these procedures before the beginning of school year 2008-09.

State Efforts to Monitor and Increase PSC and SES Participation

The State will work with its districts to monitor and increase participation in PSC and SES by:

1. Requiring affected districts to provide numbers of participating students three times during the school year;
2. Monitoring district's progress in increasing participation; and,
3. Providing technical assistance when necessary or requested.

The State has used procedures to ensure that parents of eligible students are aware of PSC and SES options. The current procedures include monitoring districts' and schools' notification of these options to parents for timeliness and completeness of information as required in Section 1116(b)(6) of NCLB through the State's comprehensive monitoring protocol (available at <http://www.state.tn.us/education/fedprog/fpmonitoring.shtml>). When a district is found out of compliance with any of these requirements, a corrective action plan is developed. As a requirement of receiving approval of the annual NCLB Consolidated Application, all requirements in the corrective action plan must be implemented.

The State and its districts have provided parents with timely notice of PSC in compliance with Section 1116(b)(1)(E)(i) of NCLB. To ensure that more students have the ability to transfer under PSC before the beginning of the school year, the State will implement the requirement that PSC notification be provided to parents of eligible students in the spring, simultaneously with information about the district open enrollment and magnet school programs, as a component of their "Public School Choice and Supplemental Educational Services District Implementation Blueprint" (available at <http://state.tn.us/education/fedprog/doc/fpchoicesesplan.doc>). This will ensure that more students eligible for public school choice will be able to transfer to their requested school before the beginning of the school year.

The State will improve the timely notice of SES to ensure that more students are able to participate within the first few weeks of the start of school by reviewing each affected district's "Public School Choice and Supplemental Educational Services District Implementation Blueprint" (available at <http://state.tn.us/education/fedprog/doc/fpchoicesesplan.doc>) annually to ensure that parents are notified of SES availability and information about approved providers within the first few weeks of school. The State will monitor the implementation of each district's approved "Public School Choice and Supplemental Educational Services District Implementation Blueprint" and require corrective action plans when districts do not comply with their approved blueprints. The current "Public School Choice and Supplemental Educational Services District Implementation Blueprint" will be revised to require districts to develop procedures to ensure that students "Public School Choice and Supplemental Educational Services District Implementation Blueprint" are able to enroll and participate in SES throughout the school year.

The State proposes to improve the availability of PSC and SES by requiring that affected districts include and implement new components to their "Public School Choice and Supplemental Educational Services District Implementation Blueprint" (available at <http://state.tn.us/education/fedprog/doc/fpchoicesesplan.doc>) which will include:

1. Offering public school choice to eligible students and their parents in the spring simultaneously with offering open enrollment and magnet school programs;
2. Offering public school choice again the subsequent fall to students and their parents who are either new to a previously identified school or are enrolled in a newly identified school;
3. Offering SES availability to eligible students and their parents within the first few weeks of school and beginning services to these students no later than October 1;
4. Offering SES availability to eligible students throughout the school year; and,
5. Offering SES to eligible non-proficient student regardless of income status.

The steps the State will take to improve the quality of SES include:

1. Regular on-site desktop and on-site monitoring of SES providers by the State;

2. Development and implementation of corrective action plans when SES providers are not in compliance with either their SES application and/or state requirements, including the provision of research-based instruction;
3. Suspension of SES providers from the state approved SES provider list until more serious deficiencies are corrected;
4. Removal of SES providers from the approved state list when more egregious deficiencies are found;
5. Removal of SES providers from the state approved list when they are found to be ineffective by the State's evaluation process; and,
6. Implementation (starting in school year 2008-09) of a uniform student Individual Learning Plan/Personalized Learning Plan which requires both the district and the provider to indication specific student learning goals and timelines for meeting those goals.

Information about current processes and procedures that are used to monitor and evaluate SES providers and the State's procedures for responding to deficiencies are available at <http://www.state.tn.us/education/fedprog/fpses.shtml>.

SECTION IV: RESTRUCTURING (OR ALTERNATE LABEL)

CORE PRINCIPLE 10: SIGNIFICANT AND COMPREHENSIVE INTERVENTIONS FOR CONSISTENTLY LOWEST-PERFORMING SCHOOLS

Tennessee schools, both Title I and non-Title I schools, failing AYP benchmarks for at least five years, in Restructuring status and beyond, will continue to have the interventions prescribed by Tennessee law as well as differentiated sanctions and interventions. This will enable these schools to have the highest level of interventions to address the highest level of identified need.

Tennessee, by law, is a takeover state. However, research has shown the collaborative work among state, system and school is a strong force to move schools forward and improve student performance. Therefore, the State/LEA Reconstitution Plan is implemented prior to any takeover.

The differentiated sanctions and interventions will hold all schools and systems to a level of intervention required in Tennessee law but assigned based on risk factors for identified schools and systems. These risk factors would be determined by the percentage points a school is missing its AMOs (Appendix A, Attachment 6 – Tennessee Differentiated Accountability Technical Assistance Chart.)

Tennessee reserves the right to impose more serious sanctions to High Risk schools/systems regardless of Improvement status. While State Law does not currently allow for the removal of staff prior to Corrective Action, with the proposed differentiated plan this could occur. For example, the state may remove a principal or other staff in a School Improvement 2 school if they are relevant to the failure.

The most intense targeted technical assistance will be provided for the High Priority schools/systems as these are the ones in most need.

- I. Abolition and annexation / reconstitution / consolidation of school in alternative governance;
- II. Restructuring the school as a public charter school;
- III. Contracting with other agencies/entities for reconstitution and operation of schools;
- IV. Contracting with higher education, governing bodies (i.e. Mayor and staff);
- V. Creation of alternative education programs;
- VI. Reconstitute school leadership of alternative governance school with master principal;
- VII. "Fresh Start" schools/systems or remove ineffective staff and leadership and allow staff to reapply for their jobs;

- VIII. Abolish multiple schools and establish a center or academy school;
- IX. High Schools That Work (appropriate for high schools and feeder middle schools in alternative governance status) – “Academic Career Path” / “Career Academic Cluster”;
- X. Virtual Schools (appropriate for isolated rural K-12, Elementary and High Schools);
- XI. Local board of education with schools in alternative governance restructuring

Tennessee’s proposal for interventions in its High Risk restructuring schools are the same as the first four options listed in section 1116(b)(8)(B) or at least as rigorous. T.C.A. 49-1-602 requires the Department to intervene in schools directly with rigorous interventions when they are identified in the later stages of school improvement (i.e. corrective action and restructuring).

Because of state legislation (T.C.A. 49-1-602) requiring direct intervention by the Department in schools identified as “high priority,” the Department issues specific directives to the local school superintendent on corrective actions and restructuring options for schools identified in those categories. The option that has been consistently employed is replacing all or most of the school staff identified as responsible for the failure.

The State has begun discussing the option of converting schools in restructuring to charter schools as allowed by state legislation and has identified no legislative barriers to conversion. State charter legislation currently has a cap of 50 charter schools statewide; however, by next school year there will be only 16 charter schools operating in the State so the legislative cap will not impede the State or a local school district from converting an existing school to a charter school.

Under T.C.A 49-1-602(d)(1)(C)(i), the commissioner of education may “replace or reassign staff” in a high priority school identified as in Corrective Action or Restructuring. The commissioner has exercised this option in a number of schools since the passage of NCLB. Because of this authority, there have been few impediments to its implementation. The challenge has been designing strategies which will ensure that the new personnel are more effective than the staff that they have replaced. The Department is working with its districts to ensure success by designing strategies, such as incentives and performance pay options, that will attract and retain effective teachers in the reconstituted school.

T.C.A 49-1-602 ((f)(1)(A) provides the authority to the commissioner of education to “assume any or all powers of governance for the school or system.” Although the State has imposed quite rigorous interventions in both schools and districts identified as high priority corrective action and/or restructuring, it has not at this time exercised the option of assuming all powers of governance for a school or district. However, as some of the schools and districts on the high priority list are continuing to struggle to show improvement, discussions of the assumption of governance by the State of schools or districts are occurring. The State’s only impediment to direct governance of a school or a district is its own capacity. Because of this, the State has begun to consider transferring the governance of some struggling high priority schools to mayors.

T.C.A, 49-1-602 (e)(1)(C)(i) presents “contracting with an institution of higher education for operation of the school” as an alternative governance option. It does not allow the contracting with other private entities for management of a school. The capacity of public institutions of education to assume governance of a school or schools would be limited even though there are not legislative barriers to its implementation.

Tennessee will not incorporate the use of a capacity cap to limit substantive and comprehensive interventions for its high or Low Risk schools/systems. Tennessee continually monitors schools/systems through the use of a progress report quarterly for Correction Action and beyond schools/systems to ensure implementation at the local level.

Tennessee high priority schools/systems must make AYP for two consecutive years to move off the high priority list.

SECTION V: DIFFERENTIATION DATA ANALYSIS

Tennessee has used the 2006-07 AYP data to provide data analyses to support the elementary/middle and high school models. The elementary/middle model will use student projections in the aggregate at the school level within 7% of the AMO to provide a differentiation of sanctions and technical assistance.

Appendix B, Attachment 3 – Schools Projected to Fail

Appendix B, Attachment 4a – Percent of Students Projected to be Proficient Three Years in the Future by School Elementary and Middle Schools Only

Appendix B, Attachment 4b – Percent of Students Projected to be Proficient Three Years in the Future by System Elementary and Middle Schools Only

(http://state.tn.us/education/nclb/doc/NCLB_Growth_Model_Pilot_2007.06.1.pdf)

Additionally, the high school model will use a graduation rate at the 60% cut and effect size for academic discrimination using a differentiated academic profile by school to provide differentiation of sanctions and technical assistance.

Appendix B, Attachment 2 – Graduation Rate Risk Assessment

Appendix B, Attachment 6 – Performance Level Distribution for Selected High Schools, Example 1

Appendix B, Attachment 7 – Performance Level Distribution for Selected High Schools, Example 2

Appendix B, Attachment 8 – Performance Level Distribution for High Priority High Schools

Appendix B, Attachment 9 – Performance Level Distribution for Selected HS By Subgroup, Example 1

Appendix B, Attachment 10 – Performance Level Distribution for Selected HS By Subgroup, Example 2

The state has provided data regarding teacher quality for schools as referenced in Appendix B, Attachment 1 – Teacher Quality Data for High Priority Schools.

The state provided the number of students enrolled in tested grades (Appendix B, Attachment 14) in the state disaggregated by student group and the number and percent of these students included in AYP calculations (Appendix B, Attachments 13) at the school and school district level.

The total number of schools in the state and the number of schools for which AYP determinations were made, are reported on the CCSSO web address:

<http://accountability.ccsso.org/viewResponseDetails.asp?responseID=317&surveyID=15&stateID=45>

The State estimates that if the differentiated accountability model had been applied to this year’s Title I high priority schools the number of students eligible for PSC and SES would approximately change according to the following chart.

<i>Intervention</i>	<i>Current Number of Eligible Students</i>	<i>Approximate Number of Eligible Students under Pilot Proposal</i>
Public School Choice	62,034	32,701
Supplemental Educational Services	48,372	12,821

SECTION VI: ANNUAL EVALUATION PLAN

Elementary and middle school differentiated sanction and intervention efforts will be evaluated using the projected to observed (actual) status of the schools meeting or exceeding the AMO for that year. Clustering of schools are possible based on these analyses of status to better determine the level of “recovery” sanctions and interventions as established by the model prior to the new AYP year.

High school effect sizes will be used for evaluation of differentiated sanction and intervention efforts. In addition, we will calculate risk ratios/odd ratio for high school *Focused and Comprehensive Recovery* schools. The current and new year’s high school academic profiles will undergo cluster analysis, correspondence analysis, and profile analysis (with multivariate analysis of variance or mixed model). From these analysis, a determination of academic relationships among “at risk” schools will provide year to validation of the differentiated sanction and intervention model for high schools.

Appendix B, Attachment 11 – High School Evaluation: Risk Ration and Performance Level Distribution for Selected HS, Example 1

Appendix B, Attachment 12 – High School Evaluation: Risk Ration and Performance Level Distribution for Selected HS, Example 2

APPENDIX A
– ACCOUNTABILITY INFORMATION, DIAGRAMS & CHARTS

Appendix A
ATTACHMENT 1
TDOE Accountability Workbook Information
(<http://www.ed.gov/admins/lead/account/stateplans03/tncsa.pdf>)

Tennessee will hold every public school and LEA in the state accountable, including charter schools. Only K-2 schools do not participate in the standardized state assessment system. These schools will be held accountable based on the performance of their receiving schools. T.C.A.49-1-602, enacted during the 2002 legislative session, amended the Education Improvement Act to form a single accountability system for all Tennessee public schools. All schools, Title I and non-Title I, will be held to the same Adequate Yearly Progress (AYP) measures. The State will identify their progress in meeting those objectives by the required disaggregated subgroup populations on the State's report card.

In addition, during the 2002 legislative session, Tennessee enacted its first charter school legislation. This legislation specifically requires charter schools to meet adequate yearly progress measures or face the revocation of their charters.

T.C.A. 49-1-602 requires the Department of Education to present to the State Board of Education by September 1 the list of schools identified as not meeting AYP objectives and identified in a sanction category.

The State will assist LEAs to understand how the accountability system works by providing written guidance and holding special conferences and workshops. This information will include how the State calculates participation, attendance, and graduation rates.

All students enrolled in Tennessee public schools are required to participate in the Tennessee Comprehensive Assessment Program. Only students who have significant medical emergencies may be exempted from participation. LEAs arrange for make up sessions when students are absent on the testing dates.

Beginning with Spring 2003, answer sheets for all students have been required to be returned to the State for processing. The answer sheet for all students, including those that did not participate, will be coded with the required demographic information so that the State may calculate the participation rate for all students and all required subgroups.

The State calculates the participation rate by dividing the number of attempted tests by the number of submitted test answer sheets. An attempted test is one in which the student attempted at least to answer some question on these required subtests of the TCAP: reading, language arts, writing, and/or math. The State clearly communicates to LEAs in written guidance as well as during conferences and workshops that every child must attempt the test. To check for the reliability of this system, the State randomly audits schools' submitted answer sheets against the schools' reported enrollment for the first day of testing.

Starting points, intermediate goals, and annual measurable objectives were set separately for reading/language arts and math in Summer 2003 such that they yield 100% proficiency for the State, LEAs, schools, and all required subgroups by 2013-14. Using the starting points for each content area and grade span, the amount of annual growth necessary to reach 100% within the 11 year period was calculated. Separate starting points, intermediate goals, and annual measurable objectives for math and reading/language

arts were established for two levels: elementary-middle and high school levels. Reading/language arts were determined in the following manner:

Grades 3 – 8 – Combining the results of the TCAP reading, language arts, and writing assessments (grades 5 and 8)

High School – Combining the results of the Gateway English and writing assessment (Grade 11)

The State has defined proficient on the Writing Assessments as scoring a 4 or above (out of 6) on the evaluation rubric.

Students who took the Gateway Math test in middle school will bank their scores until they reach high school. Those “banked” scores are included in the math AYP determination for the high school they attend.

**Appendix A
ATTACHMENT 2**

**SUMMARY OF PROPOSED AMENDMENTS TO TENNESSEE’S ACCOUNTABILITY WORKBOOK
February 7, 2008**

Original Policy	Proposed Revision	Justification	Status
Tennessee applies the 1% flexibility provision at both the district and state level for the inclusion of proficient scores on the alternative assessment for students with disabilities held to alternative standards.	An extension to last year’s approved amendment to apply interim flexibility to AYP determinations based on special education student subgroups.	Tennessee supports the Secretary’s efforts to increase the flexibility in AYP determinations for the students with disabilities subgroup.	
<p>Tennessee Graduation Rate approved processes:</p> <ol style="list-style-type: none"> 1. Meet the State Board of Educations Performance Target (90%). 2. Meet the Prescribed Graduation Rate Projection/Track individual Target. 	<p>The following approved additions regarding its Graduation Rate process:</p> <ol style="list-style-type: none"> 1. Meet the State Board of Education’s Performance Target (90%) - OR - 2. Meet the Prescribed Graduation Rate Projection/Track individual Target - OR - 3. Be within two percentage points of the Prescribed Graduation Rate Projection/Track individual target and show overall improvement on the event dropout rate. - OR - 4. Develop a confidence interval approach in addition to the currently approved Graduation Rate calculations. 	Tennessee is currently developing a Data Warehouse that will disaggregate graduation rates by all subgroups. This will allow us to identify and address subgroup success and levels of progress regarding graduation rates. Recognizing the complexity and uniqueness of each schools’ challenge around graduation, Tennessee supports struggling schools efforts to ensure continuous progress for all students to graduating on time by recognizing the statistically significant incremental progress of all schools and especially those with the greatest challenges.	
Tennessee uses only “First Time Test Takers” scores in the calculation of academic indicators for AYP.	Allow a recalculation of AYP using “Best Scores” from subsequent test administrations during the same school year.	This proposed approach is similar to the approval awarded to Delaware and Virginia in 2006 and incorporated into the recent regulations.	

**Appendix A
ATTACHMENT 3**

TSIPP ACTION PLAN TEMPLATE

GOAL 1 – Action Plan Development

Template 4.1 – (Rubric Indicator 4.1)		Revised DATE: _____					
Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)							
Goal							
Which need(s) does this Goal address?							
How is this Goal linked to the system’s Five-Year Plan?							
ACTION STEPS – Template 4.2 – (Rubric Indicator 4.2)		IMPLEMENTATION PLAN – Template 4.3 – (Rubric Indicator 4.3)					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step							
Action Step							
Action Step							
Action Step							

**Appendix A
ATTACHMENT 4**

TCSPP ACTION PLAN TEMPLATE

GOAL 1 – Action Plan Development

Template 5.1 – (Rubric Indicator 5.1)		Revised DATE: _____					
Section A – Describe your goal and identify which need(s) it addresses. (Remember that your previous components identified the strengths and challenges/needs.)							
Goal							
Which need(s) does this Goal address?							
How is this Goal linked to the system’s Five-Year Plan?							
ACTION STEPS – Template 5.2 – (Rubric Indicator 5.2)		IMPLEMENTATION PLAN – Template 5.3 – (Rubric Indicator 5.3)					
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions which should be scientifically based where possible and <i>include professional development, technology, communication, and parent and community involvement initiatives within the action steps of each goal.</i>		Section C – For each of the Action Steps you list, give timeline, person(s) responsible, projected cost(s)/required resources, funding sources, evaluation strategy and performance results/outcomes. (For Evaluation Strategy, define how you will evaluate the action step.)					
		Timeline	Person(s) Responsible	Required Resources	Projected Cost(s) & Funding Sources	Evaluation Strategy	Performance Results / Outcomes
Action Step							
Action Step							
Action Step							
Action Step							
Action Step							

**Appendix A
ATTACHMENT 5A**

Tennessee Accountability Chart for Schools

Target	School Improvement 1	School Improvement 2	Corrective Action	Restructuring 1	Alternative Governance Restructuring 2	State/LEA Reconstitution Plan
After First Year of Not Making AYP (Beginning Year 2)	After Second Year of Not Making AYP (Beginning of Year 3)	After Third Year of Not Making AYP (Beginning of Year 4)	After Fourth Year of Not Making AYP (Beginning of Year 5)	After Fifth Year of Not Making AYP (Beginning of Year 6)	After Sixth Year of Not Making AYP (Beginning of Year 7)	After Seventh Year of Not Making AYP (Beginning of Year 8)
	<p>TCA-49-1-602</p> <ul style="list-style-type: none"> ◆ (State will publicly identify all schools in need of improvement, Title I and non-Title I, that are at risk of being placed on notice. State sanctions do not apply until a school is placed on notice) <p>NCLB</p> <ul style="list-style-type: none"> ◆ Public Notification and Dissemination ◆ Public School Choice ◆ Revise SIP (including 10% of funding used for professional development each year school identified) ◆ Plan with Outside Expert ◆ Technical Assistance ◆ Peer Review of SIP 	<p>TCA-49-1-602</p> <ul style="list-style-type: none"> ◆ Study of School System (SDE) ◆ SDE Approval of state discretionary grants to schools ◆ SDE provides technical assistance through outside expert ◆ Parent Notification ◆ Revision of SIP <p>NCLB</p> <ul style="list-style-type: none"> ◆ Public Notification and Dissemination ◆ Public School Choice ◆ Supplemental Services ◆ Technical Assistance 	<p>TCA-49-1-602</p> <ul style="list-style-type: none"> ◆ SDE Approve School System's Allocation of Resources to School ◆ SDE Appoint Local Review Committee to Approve & Monitor SIP ◆ Parent Notification ◆ Performance Contract for Principal ◆ Provision of Remediation/Supplemental Services ◆ Public School Choice ◆ Incorporate Joint Study Findings in SIP ◆ <u>Amended June, 2007 to include:</u> ◆ Implement Corrective Action (at least 1 of the following) <ul style="list-style-type: none"> ◆ Replace or reassign staff ◆ New research based curriculum ◆ Significantly decrease management authority at the school ◆ Appoint outside management or instructional consultants ◆ Reorganize internal management structure <p>NCLB</p> <ul style="list-style-type: none"> ◆ Public Notification and Dissemination ◆ Public School Choice ◆ Supplemental Services ◆ Technical Assistance ◆ Implement Corrective Action (at least 1 of the following) <ul style="list-style-type: none"> ◆ Replace staff ◆ New curriculum ◆ Significantly decrease management authority at the school ◆ Appoint outside expert ◆ Reorganize internal organization 	<p>TCA-49-1-602</p> <ul style="list-style-type: none"> ◆ SDE Approves School System's Allocation of Financial Resources to School ◆ SDE Approves Allocation of Personnel Resources of School ◆ SDE Presents Options for School to Plan for Alternative Governance / LEA Develops Plan for Alternative Governance (Contract with IHE, State Takeover, Charter School) ◆ Parent Notification ◆ Performance Contract for Principals ◆ Remediation/Supplemental Services ◆ Public School Choice <p>NCLB</p> <ul style="list-style-type: none"> ◆ Public Notification and Dissemination ◆ Public School Choice ◆ Supplemental Services ◆ Technical Assistance ◆ Continue to Implement Corrective Action ◆ Prepare a Plan and Make Necessary Arrangements for Alternative Governance (Charter School, Replace Staff, Contract for Private Management, Other Major Restructure) 	<p>TCA-49-1-602</p> <ul style="list-style-type: none"> ◆ The Commissioner shall have the authority to: <ul style="list-style-type: none"> ◆ Assumes any and all powers of governance of the system; and/or ◆ Recommend to SBE the director be replaced; and/or ◆ Recommend to SBE some or all of local board be replaced <p>NCLB</p> <ul style="list-style-type: none"> ◆ Prompt Notification of Affected Teachers & Parents ◆ Technical Assistance ◆ Implement Alternative Governance <ul style="list-style-type: none"> ◆ Reopen as public charter school ◆ Replace all or most of relevant school staff ◆ Contract with a private management company ◆ State takeover ◆ Any other major restructuring 	<p>NCLB</p> <ul style="list-style-type: none"> ◆ Prompt Notification of Affected Teachers & Parents ◆ Technical Assistance ◆ Implement Alternative Governance <ul style="list-style-type: none"> ◆ Reopen as public charter school ◆ Replace all or most of relevant school staff ◆ Contract with a private management company ◆ State takeover ◆ Any other major restructuring

**Appendix A
ATTACHMENT 5B**

Tennessee Accountability Chart for School Systems / LEAs

Target	LEA Improvement 1	LEA Improvement 2	LEA Corrective Action	LEA Restructuring 1	Alternative Governance LEA Restructuring 2	State/LEA Reconstitution Plan
After First Year of Not Making AYP (Beginning Year 2)	After Second Year of Not Making AYP (Beginning of Year 3)	After Third Year of Not Making AYP (Beginning of Year 4)	After Fourth Year of Not Making AYP (Beginning of Year 5)	After Fifth Year of Not Making AYP (Beginning of Year 6)	After Sixth Year of Not Making AYP (Beginning of Year 7)	After Seventh Year of Not Making AYP (Beginning of Year 8)
	<p>TCA-49-1-602</p> <ul style="list-style-type: none"> ◆ (State will publicly identify all school systems in need of improvement, Title I and non-Title I, that are at risk of being placed on notice. State sanctions do not apply until a school system is placed on notice) <p>NCLB</p> <ul style="list-style-type: none"> ◆ Parent Notification and Dissemination ◆ Develop or Revise TCSPP within 3 months (including 10% of funding used for professional development each year system identified) ◆ Implement TCSPP expeditiously (but no later than beginning of next school year) ◆ Technical Assistance 	<p>TCA-49-1-602</p> <ul style="list-style-type: none"> ◆ Study of School System (SDE) ◆ SDE Approval of state discretionary grants to school systems ◆ SDE provides technical assistance through outside expert ◆ Parent Notification ◆ Revision of SIP <p>NCLB</p> <ul style="list-style-type: none"> ◆ Parent Notification and Dissemination ◆ Develop or Revise TCSPP within 3 months (including 10% of funding used for professional development each year system identified) ◆ Implement TCSPP expeditiously (but no later than beginning of next school year) ◆ Technical Assistance 	<p>TCA-49-1-602</p> <ul style="list-style-type: none"> ◆ SDE Approve School System's Allocation of Resources ◆ SDE Appoint Local Review Committee to Approve & Monitor SIP ◆ Parent Notification ◆ Performance Contract for Principal ◆ Provision of Remediation / Supplemental Services ◆ Public School Choice ◆ Incorporate Joint Study Findings in SIP <p><u>Amended June, 2007 to include:</u></p> <ul style="list-style-type: none"> ◆ Implement Corrective Action (at least 1 of the following) <ul style="list-style-type: none"> ◆ Replace or reassign staff ◆ New research based curriculum ◆ Significantly decrease management authority at the school ◆ Appoint outside management or instructional consultants ◆ Reorganize internal management structure <p>NCLB</p> <ul style="list-style-type: none"> ◆ Parent Notification and Dissemination ◆ Technical Assistance ◆ SDE shall take at least one of the following corrective actions: <ul style="list-style-type: none"> ◆ Deferring programmatic funds or reducing administrative funds ◆ New curriculum ◆ Replace LEA personnel relevant to failure ◆ Remove particular schools from LEA jurisdiction ◆ Appoint receiver / trustee ◆ Abolish / restructure LEA ◆ Public LEA Choice 	<p>TCA-49-1-602</p> <ul style="list-style-type: none"> ◆ SDE Approves School System's Allocation of Financial Resources ◆ SDE Approves Allocation of Personnel Resources ◆ SDE Presents Options for School system to Plan for Alternative Governance/LEA Develops Plan for Alternative Governance (Contract with IHE, State Takeover, Charter School) ◆ Parent Notification ◆ Performance Contract for Principals ◆ Remediation/Supplemental Services ◆ Public School Choice <p>NCLB</p> <ul style="list-style-type: none"> ◆ Parent Notification and Dissemination ◆ Technical Assistance ◆ SDE shall take at least one of the following corrective actions: <ul style="list-style-type: none"> ◆ Deferring programmatic funds or reducing administrative funds ◆ New curriculum ◆ Replace LEA personnel relevant to failure ◆ Remove particular schools from LEA jurisdiction ◆ Appoint receiver / trustee ◆ Abolish / restructure LEA ◆ Public LEA Choice 	<p>TCA-49-1-602</p> <ul style="list-style-type: none"> ◆ The Commissioner shall have the authority to: <ul style="list-style-type: none"> ◆ Assumes any and all powers of governance of the system; and/or ◆ Recommend to SBE the director be replaced; and/or ◆ Recommend to SBE some or all of local board be replaced <p>NCLB</p> <ul style="list-style-type: none"> ◆ Parent Notification and Dissemination ◆ Technical Assistance ◆ SDE shall take at least one of the following corrective actions: <ul style="list-style-type: none"> ◆ Deferring programmatic funds or reducing administrative funds ◆ New curriculum ◆ Replace LEA personnel relevant to failure ◆ Remove particular schools from LEA jurisdiction ◆ Appoint receiver / trustee ◆ Abolish / restructure LEA ◆ Public LEA Choice 	<p>NCLB</p> <ul style="list-style-type: none"> ◆ Parent Notification and Dissemination ◆ Technical Assistance ◆ SDE shall take at least one of the following corrective actions: <ul style="list-style-type: none"> ◆ Deferring programmatic funds or reducing administrative funds ◆ New curriculum ◆ Replace LEA personnel relevant to failure ◆ Remove particular schools from LEA jurisdiction ◆ Appoint receiver / trustee ◆ Abolish / restructure LEA ◆ Public LEA Choice

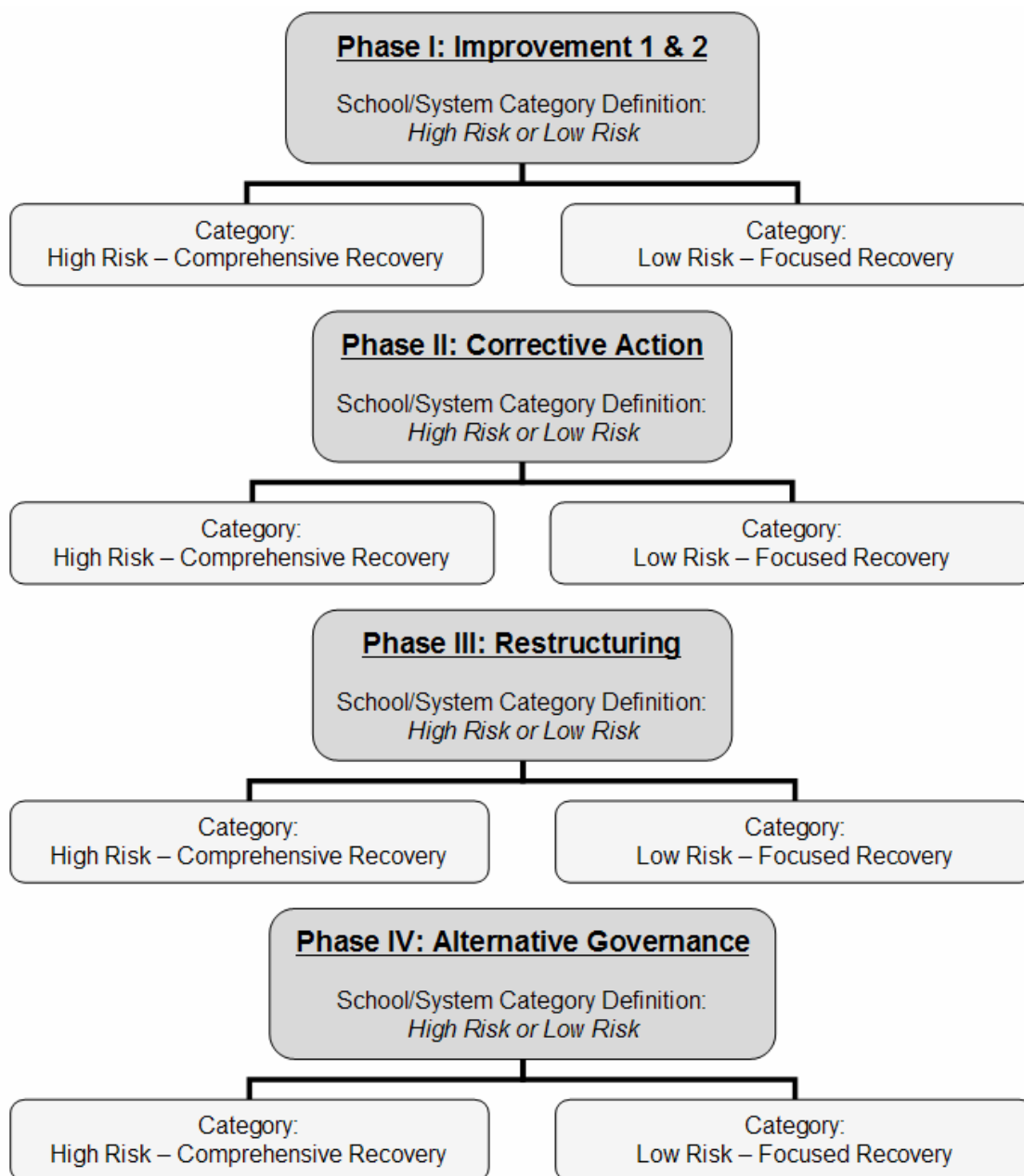
**Appendix A
ATTACHMENT 6**

Tennessee Differentiated Accountability Technical Assistance Chart

Target	Improvement 1 <small>(1st Year Improvement Status)</small>	Improvement 2 <small>(2nd Year Improvement Status)</small>	Corrective Action <small>(3rd Year Improvement Status)</small>	Restructuring 1 <small>(4th Year Improvement Status)</small>	Restructuring 2 – Alternative Governance <small>(5th Year Improvement Status)</small>	State/LEA Reconstitution Plan <small>(6th Year Improvement Status)</small>
Differentiation: Sanctions & Interventions for Schools and Systems (In addition to the sanctions specific to each of the above status assignments according to law, the following may also apply.)						
High Risk Schools / Systems – (more than 7 percentage points from reaching AMO and did not meet AYP last year)				Strategies		
Sanctions		Interventions Provided		<ul style="list-style-type: none"> • Model innovative teaching strategies • Serve as mentor to administrators • Serve as mentor to teachers • Analyze student performance data • Connect with professional development providers • Provide professional development for staff • Build capacity for continuous school improvement • Address needs of following subgroups: SWD, ED, LEP, African American males • Close achievement gaps • Implement Literacy Model to include literacy and math coaches • Graduation coach • Graduation/Dropout Module • Establish Advanced Placement programs designed by College Board AP Central • Required and monitored lesson plans from all teachers • Establish a Ninth Grade Academy with Coach assigned/Small learning Community • Institute Credit Recovery Program • Implement Behavior Management Programs • Establish community partnerships • Provide evening transportation and after-school snacks for students needing remedial work and access to library • Establish a Family Resource Center • Employ team of retired teachers to do intensive tutoring • Implement Saturday Writing Academy • Add Truant Office to work on attendance issues • Provide time for vertical and horizontal team planning in the school schedule • Review over identification of students with disabilities • Employ Family Partnership Specialist to work with families • Establish Parent Teacher Organization (PTO) 		
<ul style="list-style-type: none"> • Annual revision of TSIPP submitted to TDOE, Office of Accountability • Abolition and annexation / reconstitution / consolidation of school • Restructuring the school as a public charter school • Contracting with other agencies/entities for reconstitution and operation of schools • Reconstitute school leadership of school with master principal • Abolish multiple schools and establish a center or academy school • High Schools That Work (appropriate for high schools and feeder middle schools) • Virtual Schools (appropriate for isolate rural K-12, elementary and high schools) • Local board of education with schools in alternative governance • Fresh Start School – restructure school with new administrators, teachers and support staff • Public School Choice (PSC) for all students in High Risk schools • Supplemental services • Restrict expenditures • Differentiated pay/rewards • Implement new curriculum • Significantly decrease management authority at school • Appoint outside expert • Replace personnel relevant to failure 		<ul style="list-style-type: none"> • Exemplary Educator (EE) • System Targeted Assistance Team (STAT) consultant • Urban Specialist • Division of Assessment & Accountability • Division of Special Education • Career Technical Education • Teaching & Learning • Resources & Support Services 				
Low Risk Schools / Systems – (7 or less percentage points from reaching AMO and did not meet AYP last year)						
Sanctions		Interventions Provided				
<ul style="list-style-type: none"> • Annual revision of TSIPP submitted to TDOE, Field Service Center • Public School Choice (PSC) for students in failing subgroup • Provide Remediation / Supplemental Services • Prompt Parent Notification • Other sanctions per status also may apply 		<ul style="list-style-type: none"> • Exemplary Educator (EE) • System Targeted Assistance Team (STAT) consultant • Achievement Gap Elimination (AGE) consultant • Urban Specialist • Title I / Federal Programs 				
<p>Exemplary Educators (EEs): Provide assistance to Tennessee’s High Priority schools. Exemplary Educators assist High Priority schools by modeling innovative teaching strategies, serving as mentors to principals and teachers, analyzing student performance data, connecting with professional development providers, and building capacity for continuous school improvement.</p> <p>Office of Achievement Gap Elimination (AGE): Provides assistance to Tennessee’s High Priority schools. The Office of Achievement Gap Elimination is charged with working with High Priority schools in addressing the following subgroups: students with disabilities, economically disadvantaged, limited English proficient, and other subgroups as appropriate which will include African American males. The focus of this office is to close achievement gaps for these subgroups.</p> <p>System Targeted Assistance Team (STAT): Provides assistance to Tennessee’s High Priority systems. At the system level, STAT consultants promote best practices, provide guidance on the implementation of the Tennessee Comprehensive Systemwide Planning Process (TCSPP), identify professional development needs, and promote equity and adequacy for all schools in the system.</p>						

Appendix A
ATTACHMENT 7

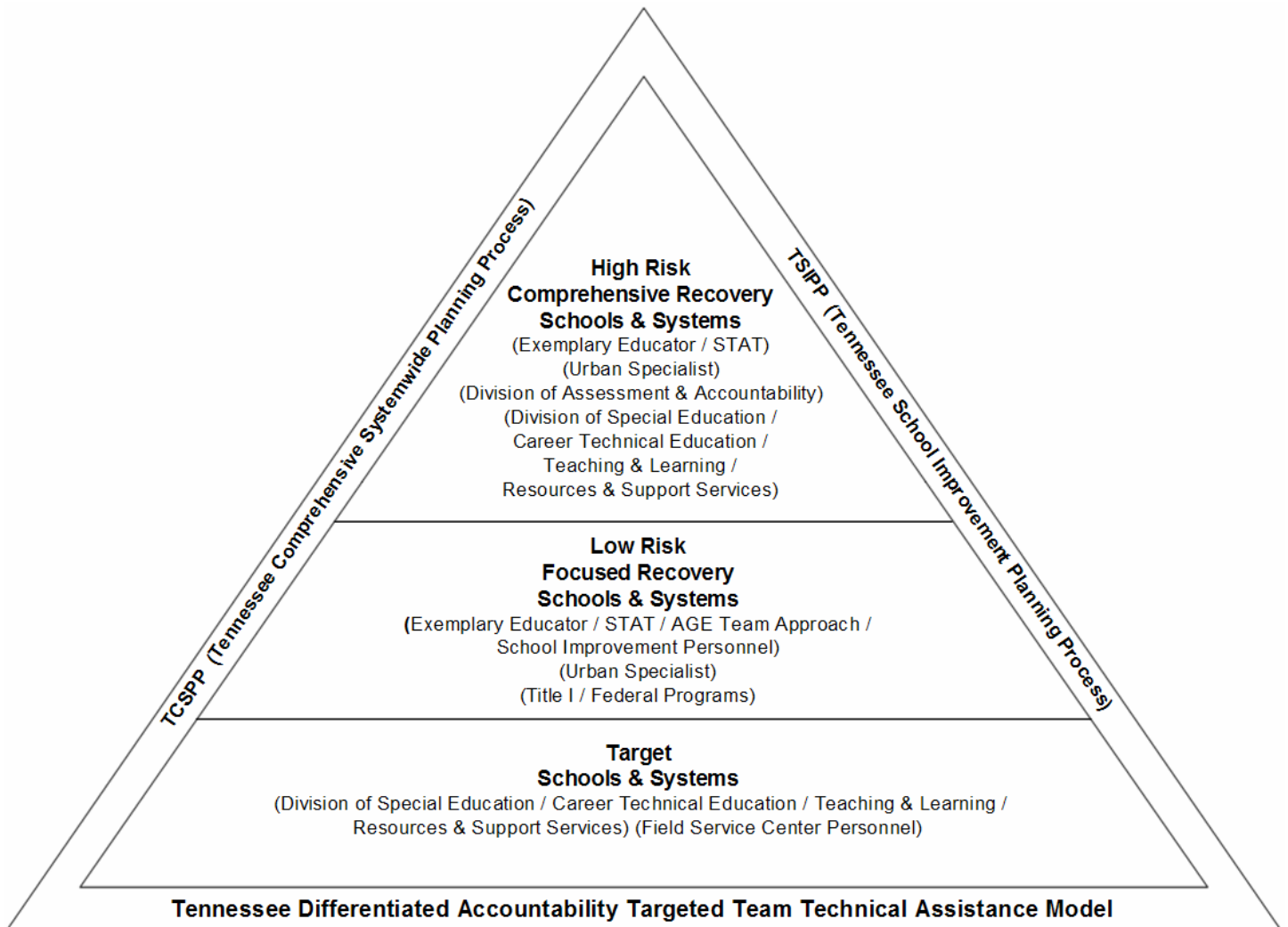
Category Determination Flow Chart



- 1) In this example, there are 4 phases of improvement called (1) Improvement, (2) Corrective Action, (3) Restructuring and (4) Alternative Governance.
- 2) For each phase of improvement, schools/systems are groups into 2 categories of differentiation, “High Risk – Comprehensive Recovery” or “Low Risk – Focused Recovery.”

**Appendix A
ATTACHMENT 8**

Tennessee Targeted Team Technical Assistance Model



**Appendix A
ATTACHMENT 9**

Categories of Differentiation

		Elementary/Middle	High School	District
High Risk	Criteria	Schools greater than seven percentage points from reaching AMO and did not meet AYP last year.	Schools effect size <= -.00 and did not meet AYP last year. Graduation rate 60% and below and missing AYP.	Same as Elementary/Middle and High School
	TA	These schools would have intensive services from an Exemplary Educator.	These schools would have intensive services from an Exemplary Educator.	These systems would have intensive services from an Exemplary Educator and a STAT consultant.
Low Risk	Criteria	Schools seven percentage points or less from reaching AMO and did not meet AYP last year.	Schools effect size <= .00 and did not meet AYP last year. Graduation rate above 60% and below 89.5% but missing AYP.	Same as Elementary/Middle and High School
	TA	These schools would have the services of an Exemplary Educator and AGE consultant.	These schools would have the services of an Exemplary Educator and AGE consultant.	These systems will have the services of an Exemplary Educator and a STAT consultant.

Examples of Differentiation of Categories

Example #1 Elem/Middle School				
School Year	Made AYP?	AYP Status	% missed	Risk Status
2006-2007	Yes	Good Standing	none	none
2007-2008	No	Target	reading 80%	none
2008-2009	No	School Improvement 1	reading 85%	Low
2009-2010	Yes	School Improvement 1 - Improving	met all (reading 89%)	Low
2010-2011	No	School Improvement 2	reading 86%	High
2011-2012	No	Corrective Action	reading 90%	Low
2012-2013	Yes	Corrective Action - Improving	met all (reading 94%)	Low
2013-2014	No	Restructuring 1	reading 95%	Low

Example #2 Elem/Middle School				
School Year	Made AYP?	AYP Status	% missed	Risk Status
2006-2007	No	School Improvement 1	reading 80%	High
2007-2008	No	School Improvement 2	reading 82%	High
2008-2009	No	Corrective Action	reading 86%	Low
2009-2010	Yes	Corrective Action - Improving	met all (reading 89%)	Low
2010-2011	No	Restructuring 1	reading 87%	High
2011-2012	No	Restructuring 2 - Alt. Governance	reading 90%	Low
2012-2013	Yes	Restructuring 2 - Improving	met all (reading 94%)	Low
2013-2014	No	State/LEA Reconstitution Plan	reading 95%	Low

Example #3 High School				
School Year	Made AYP?	AYP Status	% missed	Risk Status
2006-2007	Yes	Good Standing	none	none
2007-2008	No	Target	Grad Rate 88.9	none
2008-2009	Yes	Good Standing	met all (Grad 89.6)	none
2009-2010	Yes	Good Standing	met all	none
2010-2011	No	Target	math 84%	none
2011-2012	No	School Improvement 1	math 85%	Low
2012-2013	No	School Improvement 2	math 86%	Low
2013-2014	No	Corrective Action	math 91%	High

FAILING 2 SUBJECTS				
Example #4 High School				
School Year	Made AYP?	AYP Status	% missed	Risk Status
2006-2007	No	School Improvement 1	reading 80%, math 78%	High
2007-2008	No	School Improvement 2	reading 82%, math 83%	High
2008-2009	No	Corrective Action	reading 86%, math 85%	High
2009-2010	Yes	Corrective Action - Improving	met all (reading 89%, math 89%)	High
2010-2011	No	Restructuring 1	reading 87%, math 92%	High
2011-2012	No	Restructuring 2 - Alt. Governance	reading 90% (math 94%)	Low
2012-2013	Yes	Restructuring 2 - Improving	met all (reading 94%, math 96%)	Low
2013-2014	No	State/LEA Reconstitution Plan	reading 95%, math 97%	High

APPENDIX B
– DATA ANALYSIS & SAMPLES

Appendix B
ATTACHMENT 1

Teacher Quality Data for High Priority Schools

District	School	AYP Status	HQ Classes	HQ Teachers	HQ %
Anderson Co	The LEARN Center	School Improvement 1	N/A	N/A	
Bedford Co	Harris MS	School Improvement 1	171	142	83.04
Blount Co	Heritage HS	School Improvement 1	157	157	100.00
Bradford Co	Bradford HS	School Improvement 1	73	57	78.08
Campbell Co	Campbell Co HS	School Improvement 1	115	115	100.00
	East LaFollette Elem	School Improvement 1 - Improving	30	29	96.67
Cannon Co	Cannon Co HS	School Improvement 1	119	119	100.00
Carter Co	Unaka HS	School Improvement 1	75	75	100.00
Cleveland City	Cleveland MS	School Improvement 1	235	235	100.00
Davidson Co	Margaret Allen MS	School Improvement 1	114	109	95.61
	Antioch HS	School Improvement 1	462	431	93.29
	Antioch MS	School Improvement 1	249	236	94.78
	Apollo MS	School Improvement 2	116	109	93.97
	W A Bass MS	School Improvement 2 - Improving	89	82	92.13
	Jere Baxter MS	Restructuring 1	163	151	92.64
	Brick Church MS	Corrective Action	123	113	91.87
	Brookmeade Elem	School Improvement 1	54	54	100.00
	Cameron MS	Corrective Action	128	128	100.00
	Dalewood MS	Corrective Action	99	92	92.93
	Donelson MS	School Improvement 2	176	169	96.02
	Ewing Park MS	School Improvement 2	80	79	98.75
	Glenciff CHS	Corrective Action - Improving	243	232	95.47
	Glenn Elem	School Improvement 2 - Improving	46	46	100.00
	Goodlettsville MS	School Improvement 1 - Improving	109	108	99.08
	Alex Green Elem	Corrective Action - Improving	57	57	100.00
	H G Hill MS	Corrective Action	136	130	95.59
	Harris Hillman Special	School Improvement 1	34	34	100.00
	Hillsboro CHS	School Improvement 1 - Improving	236	218	92.37
	Hillwood CHS	Restructuring 1	239	226	94.56
	Hunters Lane CHS	Corrective Action	252	213	84.52
	Joelton MS	School Improvement 1	60	60	100.00
	Madison School	School Improvement 2 - Improving	44	40	90.91
	Maplewood CHS	State/LEA Reconstitution Plan 2	173	157	90.75
	McGavock CHS	Corrective Action	467	428	91.65
	McMurray MS	School Improvement 2 - Improving	184	174	94.57
	Murrell Special Education	Corrective Action	28	28	100.00
	Neely's Bend MS	Corrective Action - Improving	63	63	100.00
	John Overton CHS	School Improvement 1 - Improving	317	296	93.38
	Pearl-Cohn HS	School Improvement 2 - Improving	125	115	92.00
	Shwab Elem	School Improvement 2	50	50	100.00
	Stratford CHS	School Improvement 2	204	186	91.18
	Whites Creek CHS	School Improvement 2	187	175	93.58
	Wright MS	School Improvement 1 - Improving	214	205	95.79

District	School	AYP Status	HQ Classes	HQ Teachers	HQ %
DeKalb Co	DeKalb Co HS	School Improvement 2	73	73	100.00
Dyersburg City	Dyersburg HS	School Improvement 1	164	163	99.39
Fayette Co	East JHS	School Improvement 2 - Improving	126	120	95.24
Grainger Co	Rutledge HS	School Improvement 1	76	69	90.79
Hamblen Co	Meadowview MS	School Improvement 1	133	133	100.00
Hamilton Co	Chattanooga Museum MS	School Improvement 1	66	65	98.48
	East Lake Elem	State/LEA Reconstitution Plan 1 - Improving	38	37	97.37
	East Side Elem	Corrective Action	89	89	100.00
	Howard School	Restructuring 1	177	172	97.18
	Ooltewah HS	School Improvement 1	211	206	97.63
	Orchard Knob Elem	State/LEA Reconstitution Plan 1 - Improving	37	37	100.00
Hawkins Co	Rogersville MS	School Improvement 1	109	109	100.00
Henderson Co	Lexington HS	School Improvement 1	138	121	87.68
	Scotts Hill HS	School Improvement 1	78	64	82.05
Humboldt SSD	Humboldt HS	School Improvement 1 - Improving	87	87	100.00
Jackson-Madison	Jackson Central Merry HS	Corrective Action	97	93	95.88
	Liberty Tech HS	School Improvement 1	119	119	100.00
Knox Co	Austin East High/Magnet	Restructuring 1	129	121	93.80
	Carter HS	School Improvement 1	159	149	93.71
	Central HS	School Improvement 2	178	172	96.63
	Dogwood Elem	School Improvement 2 - Improving	106	106	100.00
	Fulton HS	Corrective Action	127	113	88.98
	Karns HS	School Improvement 1	193	161	83.42
	Northwest MS	Corrective Action	191	184	96.34
	Norwood Elem	School Improvement 1 - Improving	73	73	100.00
	South-Doyle HS	School Improvement 1	217	187	86.18
	West HS	School Improvement 1	170	161	94.71
Lauderdale Co	Ripley HS	School Improvement 1	104	101	97.12
Lebanon SSD	Walter J Baird MS	School Improvement 2 - Improving	122	122	100.00
Macon Co	Macon County HS	School Improvement 1	134	129	96.27
Marion Co	Jasper MS	School Improvement 1	100	97	97.00
	Marion County HS	School Improvement 1	54	54	100.00
	South Pittsburg HS	School Improvement 1	53	49	92.45
Memphis City	Airways MS	State/LEA Reconstitution Plan 1 - Improving	110	107	97.27
	Carver HS	State/LEA Reconstitution Plan 1	120	109	90.83
	Cherokee Elem	School Improvement 2 - Improving	53	52	98.11
	Chickasaw JHS	School Improvement 2	104	94	90.38
	Cordova MS	School Improvement 1	240	237	98.75
	Corry MS	School Improvement 1	98	89	90.82
	Cypress MS	State/LEA Reconstitution Plan 2 - Improving	84	74	88.10
	Douglass Elem	School Improvement 2 - Improving	45	45	100.00
	Dunbar Elem	School Improvement 1	34	34	100.00
	East HS	State/LEA Reconstitution Plan 1 - Improving	201	189	94.03
	Fairley HS	State/LEA Reconstitution Plan 1	44	44	100.00
	Frayser MS/HS	State/LEA Reconstitution Plan 1	44	44	100.00
	Geeter MS	State/LEA Reconstitution Plan 2	89	88	98.88
	Grizzlies Academy	School Improvement 1	42	32	76.19
	Hamilton HS	State/LEA Reconstitution Plan 2	196	177	90.31

District	School	AYP Status	HQ Classes	HQ Teachers	HQ %
	Hollywood Elem	School Improvement 1 - Improving	35	32	91.43
	Kingsbury MS/HS	State/LEA Reconstitution Plan 2	353	322	91.22
	Kirby HS	School Improvement 1	240	202	84.17
	Kirby MS	School Improvement 1 - Improving	200	196	98.00
	Manassas HS	School Improvement 1	52	44	84.62
	Melrose HS	School Improvement 2 - Improving	235	225	95.74
	Northside HS	Restructuring 1	137	125	91.24
	Oakhaven MS/HS	Corrective Action	128	115	89.84
	Pyramid Academy	Restructuring 1	158	111	70.25
	Raleigh-Egypt MS	Restructuring 1	160	155	96.88
	Sheffield HS	School Improvement 2	200	183	91.50
	Sherwood MS	State/LEA Reconstitution Plan 1 - Improving	213	184	86.38
	Treadwell Elem	Restructuring 2 (Alt. Governance) - Improving	89	89	100.00
	Treadwell MS/HS	Restructuring 2 (Alt. Governance) - Improving	174	143	82.18
	Trezevant HS	Restructuring 1	255	216	84.71
	Vance MS	State/LEA Reconstitution Plan 2 - Improving	79	69	87.34
	A Maceo Walker MS	Corrective Action	176	162	92.05
	B T Washington HS	School Improvement 2	151	138	91.39
	Wells Station Elem	School Improvement 1	76	73	96.05
	Westside HS	State/LEA Reconstitution Plan 2	109	93	85.32
	Westwood Elem	State/LEA Reconstitution Plan 1 - Improving	40	40	100.00
	White Station HS	State/LEA Reconstitution Plan 1 - Improving	340	307	90.29
	White's Chapel Elem	State/LEA Reconstitution Plan 1 - Improving	28	28	100.00
	Wooddale HS	School Improvement 2	288	253	87.85
	Wooddale MS	School Improvement 1	260	230	88.46
	Yo! Academy	School Improvement 1	26	19	73.08
Monroe Co	Sweetwater HS	Corrective Action	114	111	97.37
Montgomery Co	Clarksville HS	School Improvement 1	259	258	99.61
	Montgomery Central HS	School Improvement 1	166	166	100.00
Oak Ridge	Oak Ridge HS	School Improvement 1	317	317	100.00
Overton Co	Livingston Academy	School Improvement 1	67	64	95.52
Roane Co	Oliver Springs HS	School Improvement 1	91	86	94.51
	Harriman HS	School Improvement 2	64	60	93.75
Robertson Co	Springfield HS	School Improvement 1	112	112	100.00
	Springfield MS	School Improvement 1	143	133	93.01
Rutherford Co	Oakland HS	School Improvement 1	296	292	98.65
Sullivan Co	Sullivan Central HS	School Improvement 1	115	115	100.00
Sumner Co	Portland HS	School Improvement 1	111	106	95.50
	V G Hawkins MS	School Improvement 1	95	95	100.00
	Westmoreland HS	School Improvement 1	59	56	94.92
Trousdale Co	Trousdale County HS	School Improvement 1	77	77	100.00
Tullahoma	Tullahoma HS	School Improvement 1	149	148	99.33
Union City	Union City Elem	School Improvement 1 - Improving	88	88	100.00
Union Co	Union County HS	School Improvement 2	97	91	93.81
West Carroll	West Carroll JHS/HS	School Improvement 1	94	91	96.81
Williamson Co	Fairview HS	School Improvement 1	139	139	100.00
	Franklin HS	School Improvement 1	357	357	100.00
	Middle College HS	School Improvement 2	22	22	100.00

**Appendix B
ATTACHMENT 2**

**Graduation Rate Risk Assessment
High Priority Schools**

sysid	schid	District_Name	School_Name	05-06 Rate	Risk
190	1900302	Davidson County	Harris Hillman Special Ed School	30.8%	High
190	1900445	Davidson County	Maplewood Comprehensive High School	42.6%	High
330	3300137	Hamilton County	Howard School of Academics Technology	38.0%	High
570	5700040	Jackson-Madison County	Jackson Central Merry High School	59.7%	High
470	4700090	Knox County	Fulton High School	53.9%	High
791	7910030	Memphis	B T Washington High School	51.6%	High
791	7910480	Memphis	Manassas High School	56.1%	High
791	7910535	Memphis	Northside High School	44.2%	High
791	7910545	Memphis	Oakhaven Middle/ High School	47.9%	High
791	7910660	Memphis	Sheffield High School	49.1%	High
791	7910755	Memphis	Westside High School	49.5%	High
050	0500063	Blount County	Heritage High School	77.0%	Low
274	2740005	Bradford	Bradford High School	86.5%	Low
080	0800016	Cannon County	Cannon County High School	66.7%	Low
100	1000090	Carter County	Unaka High School	75.6%	Low
190	1900020	Davidson County	Antioch High School	66.9%	Low
210	2100025	DeKalb County	De Kalb County High School	67.6%	Low
231	2310015	Dyersburg	Dyersburg High School	78.6%	Low
290	2900020	Grainger County	Rutledge High School	82.5%	Low
330	3300160	Hamilton County	Ooltewah High School	87.7%	Low
390	3900015	Henderson County	Lexington High School	78.0%	Low
390	3900039	Henderson County	Scotts Hill High School	75.9%	Low
570	5700053	Jackson-Madison County	Liberty Technology Magnet High School	72.9%	Low
470	4700009	Knox County	Austin East High School	68.7%	Low
470	4700035	Knox County	Carter High School	75.2%	Low
470	4700047	Knox County	Central High School	66.9%	Low
470	4700150	Knox County	Karns High School	79.0%	Low
470	4700065	Knox County	South-Doyle High School	74.5%	Low
470	4700305	Knox County	West High School	76.7%	Low
560	5600021	Macon County	Macon County High School	72.3%	Low
580	5800025	Marion County	Marion County High School	78.1%	Low
580	5800055	Marion County	South Pittsburg High School	78.3%	Low
791	7910303	Memphis	Grizzlies Academy	81.3%	Low
791	7910493	Memphis	Melrose High School	62.9%	Low
791	7910815	Memphis	Wooddale High School	68.2%	Low
620	6200040	Monroe County	Sweetwater High School	68.8%	Low
630	6300030	Montgomery County	Clarksville High School	74.6%	Low
630	6300025	Montgomery County	Montgomery Central High School	75.1%	Low
012	0120035	Oak Ridge	Oak Ridge High School	79.0%	Low
670	6700030	Overton County	Livingston Academy	81.4%	Low
730	7300015	Roane County	Harriman High School	65.6%	Low
730	7300065	Roane County	Oliver Springs High School	81.9%	Low
750	7500072	Rutherford County	Oakland High School	82.6%	Low

sysid	schid	District_Name	School_Name	05-06 Rate	Risk
820	8200060	Sullivan County	Sullivan Central High School	84.1%	Low
830	8300085	Sumner County	Portland High School	79.5%	Low
830	8300120	Sumner County	Westmoreland High School	85.0%	Low
850	8500010	Trousdale County	Trousdale County High School	76.8%	Low
162	1620035	Tulahoma	Tulahoma High School	87.3%	Low
097	0970005	West Carroll	West Carroll Jr / Sr High School	82.9%	Low
940	9400035	Williamson County	Fairview High School	80.3%	Low
940	9400040	Williamson County	Franklin High School	82.2%	Low
940	9400063	Williamson County	Middle College High School	81.5%	Low
190	1900505	Davidson County	Murrell Special Education	--	n/a

**Appendix B
ATTACHMENT 3**

Schools Projected to Fail

Type of School	No. of Schools by Type	No. Receiving Title I Funds
Number of High Priority Schools	139	70
Number of Schools that Passed 2007 AYP But Would Fail 2008 AMOs	189	106
NOTE FOR ABOVE ROW: Holding all other factors constant		
Total Number of Schools	312	167

District Name	School Name	High Priority	Pass07 but now Fail08	Title 1	Urban Schools
Anderson County	The LEARN Center	X			
Bedford County	Harris Middle School	X		X	
Bedford County	Thomas Intermediate		X	X	
Bledsoe County	Bledsoe County High School		X		
Blount County	Eagleton Elementary		X	X	
Blount County	Heritage High School	X			
Bradford	Bradford High School	X			
Bradley County	Walker Valley High School		X		
Campbell County	Campbell County Comprehensive HS	X			
Campbell County	East LaFollette Elementary	X		X	
Campbell County	Jacksboro Elementary		X		
Campbell County	LaFollette Middle School		X	X	
Campbell County	White Oak Elementary School		X	X	
Cannon County	Cannon County High School	X			
Carter County	Unaka High School	X			
Claiborne County	Claiborne High School		X		
Claiborne County	Cumberland Gap High School		X		
Claiborne County	Tazewell New Tazewell Elementary		X		
Cleveland	Cleveland High School		X		
Cleveland	Cleveland Middle School	X			
Cocke County	Cocke County High School		X		
Coffee County	Coffee County Middle School		X	X	
Davidson County	Alex Green Elementary	X		X	X
Davidson County	Amqui Elementary		X	X	X
Davidson County	Antioch High School	X			X
Davidson County	Antioch Middle School	X		X	X
Davidson County	Apollo Middle School	X		X	X
Davidson County	Brick Church Middle School	X		X	X
Davidson County	Brookmeade Elementary	X		X	X
Davidson County	Cameron Middle School	X		X	X
Davidson County	Carter Lawrence Elementary Magnet		X	X	X
Davidson County	Cole Elementary		X	X	X
Davidson County	Cotton Elementary		X	X	X
Davidson County	Cumberland Elementary		X	X	X
Davidson County	Dalewood Middle School	X		X	X
Davidson County	Donelson Middle School	X		X	X
Davidson County	Ewing Park Middle School	X		X	X

District Name	School Name	High Priority	Pass07 but now Fail08	Title 1	Urban Schools
Davidson County	Glenclyff Comprehensive High School	X	X	X	X
Davidson County	Glenclyff Elementary		X	X	X
Davidson County	Glenn Elementary Enhance Option School	X		X	X
Davidson County	Goodlettsville Elementary		X	X	X
Davidson County	Goodlettsville Middle School	X		X	X
Davidson County	H G Hill Middle School	X		X	X
Davidson County	Harris Hillman Special Ed School	X	X		X
Davidson County	Haywood Elementary		X	X	X
Davidson County	Hillsboro Comprehensive High School	X	X		X
Davidson County	Hillwood Comprehensive High	X			X
Davidson County	Hunters Lane Comprehensive High School	X			X
Davidson County	Jere Baxter Middle School	X		X	X
Davidson County	Joelton Middle School	X		X	X
Davidson County	John B Whitsitt Elementary		X	X	X
Davidson County	John Overton Comprehensive High School	X	X		X
Davidson County	John Trotwood Moore Middle School		X		X
Davidson County	Jones Paideia Magnet		X	X	X
Davidson County	Madison School	X			X
Davidson County	Maplewood Comprehensive High School	X		X	X
Davidson County	Margaret Allen Middle School	X		X	X
Davidson County	McGavock Comprehensive High School	X			X
Davidson County	McMurray Middle School	X		X	X
Davidson County	Murrell Special Education	X			X
Davidson County	Neely's Bend Middle School	X	X	X	X
Davidson County	Norman Binkley Elementary		X	X	X
Davidson County	Pearl-Cohn Magnet High School	X			X
Davidson County	Shwab Elementary	X		X	X
Davidson County	Stratford Comprehensive High School	X		X	X
Davidson County	Two Rivers Middle School		X		X
Davidson County	W. A. Bass Middle School	X		X	X
Davidson County	Whites Creek Comprehensive High School	X		X	X
Davidson County	Wright Middle School	X		X	X
DeKalb County	De Kalb County High School School	X			
DeKalb County	Northside Elementary		X	X	
DeKalb County	Smithville Elementary		X	X	
Decatur County	Riverside High School		X		
Dyersburg	Dyersburg High School School	X			
Dyersburg	Dyersburg Intermediate School		X	X	
Dyersburg	Dyersburg Primary		X	X	
Fayette County	East Jr. High School	X		X	
Fayette County	Fayette Ware Comprehensive High School		X	X	
Franklin County	Decherd Elementary		X	X	
Franklin County	Franklin County High School		X		
Giles County	Giles County High School		X		
Giles County	Pulaski Elementary		X	X	
Grainger County	Rutledge High School School	X			
Greene County	West Pines Elementary		X	X	
Grundy County	Coalmont Elementary		X	X	
Hamblen County	Fairview Marguerite Elementary School		X		
Hamblen County	Hillcrest Elementary		X	X	
Hamblen County	Meadowview Middle School	X		X	
Hamblen County	West Elementary		X	X	
Hamilton County	Central High School		X		X
Hamilton County	Chattanooga Middle Museum Magnet School	X		X	X

District Name	School Name	High Priority	Pass07 but now Fail08	Title 1	Urban Schools
Hamilton County	East Lake Elementary School	X		X	X
Hamilton County	East Ridge High School		X		X
Hamilton County	East Ridge Middle School		X		X
Hamilton County	East Side Elementary School	X		X	X
Hamilton County	Hillcrest Elementary		X	X	X
Hamilton County	Hixson High School		X		X
Hamilton County	Howard School of Academics Technology	X		X	X
Hamilton County	Hunter Middle School		X		X
Hamilton County	Ooltewah High School School	X			X
Hamilton County	Orchard Knob Elementary School	X		X	X
Hamilton County	Orchard Knob Middle		X	X	X
Hamilton County	Red Bank High School		X		X
Hamilton County	Rivermont Elementary		X	X	X
Hawkins County	Keplar Elementary		X	X	
Hawkins County	Rogersville Middle School	X		X	
Henderson County	Lexington High School	X			
Henderson County	Scotts Hill High School School	X			
Hickman County	East Hickman Elementary		X	X	
Hickman County	East Hickman Intermediate School		X		
Hickman County	Hickman County Senior High School		X		
Humboldt	East End Elementary		X	X	
Humboldt	Humboldt High School School	X			
Jackson County	Jackson County High School		X		
Jackson-Madison	Jackson Central Merry High School	X			X
Jackson-Madison	Liberty Technology Magnet High School	X			X
Jackson-Madison C	I B Tigrett Middle School		X		X
Jackson-Madison C	South Elementary		X		X
Johnson County	Johnson County High School		X		
Johnson County	Johnson County Middle School		X		
Knox County	Austin East High/Magnet	X		X	X
Knox County	Beaumont Elementary/ Magnet		X		X
Knox County	Carter High School School	X			X
Knox County	Central High School School	X			X
Knox County	Christenberry Elementary		X	X	X
Knox County	Dogwood Elementary	X	X	X	X
Knox County	Fulton High School	X			X
Knox County	Hardin Valley Elementary		X		X
Knox County	Karns High School School	X			X
Knox County	Northwest Middle School	X			X
Knox County	Norwood Elementary School	X		X	X
Knox County	Powell High School		X		X
Knox County	Ritta Elementary		X		X
Knox County	South-Doyle High School School	X			X
Knox County	South-Doyle Middle School		X		X
Knox County	West High School School	X			X
Knox County	West Hills Elementary		X		X
Lauderdale County	Lauderdale Middle School		X	X	
Lauderdale County	Ripley High School School	X			
Lebanon	Walter J. Baird Middle School School	X			
Lenoir City	Lenoir City High School		X		
Loudon County	Loudon Elementary		X	X	
Loudon County	Steekee Elementary		X	X	
Macon County	Macon County High School School	X			
Marion County	Jasper Middle School School	X			

District Name	School Name	High Priority	Pass07 but now Fail08	Title 1	Urban Schools
Marion County	Marion County High School School	X			
Marion County	South Pittsburg High School	X			
Marshall County	Marshall County High School		X		
Maryville	Maryville Middle School		X	X	
Maury County	Columbia Central High School		X		
Maury County	McDowell Elementary		X	X	
Maury County	Mt. Pleasant Elementary School		X		
Maury County	Spring Hill High School		X		
McMinn County	Central High School		X		
McMinn County	E K Baker Elementary		X	X	
Memphis	A B Hill Elementary		X	X	X
Memphis	A. Maceo Walker Middle School	X		X	X
Memphis	Airways Middle School	X		X	X
Memphis	Alcy Elementary		X	X	X
Memphis	American Way Middle		X	X	X
Memphis	B T Washington High School	X		X	X
Memphis	Bethel Grove Elementary		X	X	X
Memphis	Brookmeade Elementary		X	X	X
Memphis	Brownsville Road Elementary School		X		X
Memphis	Bruce Elementary		X	X	X
Memphis	Caldwell Elementary		X	X	X
Memphis	Carver High School	X		X	X
Memphis	Cherokee Elementary School	X		X	X
Memphis	Chickasaw Junior High School	X		X	X
Memphis	Coleman Elementary		X	X	X
Memphis	Cordova High School		X		X
Memphis	Cordova Middle School School	X			X
Memphis	Corning Elementary		X	X	X
Memphis	Corry Middle School	X		X	X
Memphis	Craigmont Middle School		X	X	X
Memphis	Cromwell Elementary		X	X	X
Memphis	Crump Elementary		X	X	X
Memphis	Cypress Middle School	X		X	X
Memphis	Double Tree Elementary		X	X	X
Memphis	Douglass Elementary	X	X	X	X
Memphis	Dunbar Elementary	X		X	X
Memphis	East High School	X		X	X
Memphis	Egypt Elementary		X	X	X
Memphis	Fairley Elementary		X	X	X
Memphis	Fairley High School	X		X	X
Memphis	Frayser Middle/ High School	X			X
Memphis	Geeter Middle School	X		X	X
Memphis	Georgia Avenue Elementary School		X		X
Memphis	Gordon Elementary		X	X	X
Memphis	Graceland Elementary		X	X	X
Memphis	Grahamwood Elementary		X	X	X
Memphis	Graves Elementary		X	X	X
Memphis	Grizzlies Academy	X		X	X
Memphis	Hamilton Elementary		X	X	X
Memphis	Hamilton High School	X		X	X
Memphis	Hamilton Middle School		X	X	X
Memphis	Havenview Middle School		X	X	X
Memphis	Hawkins Mill Elementary		X	X	X
Memphis	Hickory Ridge Middle School		X	X	X

District Name	School Name	High Priority	Pass07 but now Fail08	Title 1	Urban Schools
Memphis	Hillcrest High School		X	X	X
Memphis	Hollywood Elementary	X	X		X
Memphis	Holmes Road Elementary School		X	X	X
Memphis	Ida B Wells Academy		X	X	X
Memphis	Kingsbury Elementary		X	X	X
Memphis	Kingsbury Middle/ High School	X			X
Memphis	Kirby High School	X		X	X
Memphis	Kirby Middle School	X	X	X	X
Memphis	Klondike Elementary		X	X	X
Memphis	Lauderdale Elementary		X		X
Memphis	Lincoln Elementary		X	X	X
Memphis	Longview Middle School		X	X	X
Memphis	Lucie E. Campbell Elementary		X	X	X
Memphis	Manassas High School	X		X	X
Memphis	Melrose High School	X		X	X
Memphis	Mitchell High School		X		X
Memphis	Norris Elementary		X	X	X
Memphis	Northside High School	X		X	X
Memphis	Oakhaven Elementary		X	X	X
Memphis	Oakhaven Middle/ High School	X	X	X	X
Memphis	Pyramid Academy	X		X	X
Memphis	Raineshaven Elementary		X	X	X
Memphis	Raleigh-Egypt High School		X		X
Memphis	Raleigh-Egypt Middle School	X			X
Memphis	Riverview Elementary		X	X	X
Memphis	Robert R. Church Elementary School		X	X	X
Memphis	Ross Elementary		X	X	X
Memphis	Scenic Hills Elementary		X	X	X
Memphis	Sea Isle Elementary		X	X	X
Memphis	Shannon Elementary		X	X	X
Memphis	Sharpe Elementary		X	X	X
Memphis	Sheffield Elementary		X	X	X
Memphis	Sheffield High School	X		X	X
Memphis	Sherwood Elementary		X	X	X
Memphis	Sherwood Middle School	X		X	X
Memphis	Springdale Elementary School		X	X	X
Memphis	Treadwell Elementary School	X		X	X
Memphis	Treadwell Middle/ High School	X	X		X
Memphis	Trezevant High School	X	X	X	X
Memphis	Vance Middle School	X		X	X
Memphis	Wells Station Elementary	X		X	X
Memphis	Westside High School	X	X	X	X
Memphis	Westwood Elementary	X	X	X	X
Memphis	White Station High School	X	X		X
Memphis	White's Chapel Elementary School	X	X		X
Memphis	Whitehaven Elementary		X	X	X
Memphis	Whitney Elementary		X	X	X
Memphis	Wooddale High School	X		X	X
Memphis	Wooddale Middle	X		X	X
Memphis	Yo! Academy	X			X
Monroe County	Sweetwater High School	X			
Monroe County	Tellico Plains High School		X		
Montgomery County	Clarksville High School	X			X
Montgomery County	Montgomery Central High School	X			X

District Name	School Name	High Priority	Pass07 but now Fail08	Title 1	Urban Schools
Montgomery County	Northwest High School		X		X
Murfreesboro	Bradley Academy - An Arts Integrated Schoo		X		
Murfreesboro	Cason Lane Academy		X		
Murfreesboro	Northfield Elementary		X	X	
Oak Ridge	Jefferson Middle School		X		
Oak Ridge	Oak Ridge High School	X			
Obion County	Obion County Central High School		X		
Overton County	Livingston Academy	X			
Polk County	Polk County High School		X		
Putnam County	Dry Valley Alternative School		X		
Putnam County	Prescott Central Middle		X		
Rhea County	Rhea County High School		X		
Roane County	Harriman High School	X			
Roane County	Oliver Springs High School	X			
Robertson County	Springfield High School	X			
Robertson County	Springfield Middle School	X			
Robertson County	Westside Elementary		X	X	
Rutherford County	Central Middle School		X		
Rutherford County	LaVergne High School		X		
Rutherford County	Oakland High School	X			
Rutherford County	Siegel High School		X		
Rutherford County	Smyrna High School		X		
Shelby County	Dexter Elementary School		X		X
Shelby County	Dexter Middle School		X		X
Shelby County	Houston High School		X		X
Shelby County	Mount Pisgah Middle School		X		X
Shelby County	Northaven Elementary School		X	X	X
Shelby County	Woodstock Middle School		X	X	X
Smith County	Smith County High School		X		
Sullivan County	Sullivan Central High School	X			
Sullivan County	Weaver Elementary		X	X	
Sumner County	Gallatin Senior High School		X		
Sumner County	Portland High School	X			
Sumner County	V G Hawkins Middle School	X			
Sumner County	Vena Stuart Elementary		X	X	
Sumner County	Westmoreland High School	X			
Sweetwater	Sweetwater Jr High School		X	X	
Tipton County	Brighton Elementary		X	X	
Tipton County	Covington High School		X		
Trenton	Peabody High School		X		
Trousdale County	Trousdale County High School	X			
Tullahoma	Tullahoma High School	X			
Unicoi County	Unicoi County Middle School		X		
Union City	Union City Elementary School	X		X	
Union County	Union County High School	X			
Warren County	Warren County High School		X		
Washington County	David Crockett High School		X		
Washington County	Lamar Elementary		X	X	
Wayne County	Collinwood High School		X		
Wayne County	Wayne County High School		X		
Weakley County	Martin Middle School		X		
West Carroll	West Carroll Junior/Senior High School	X			
White County	Woodland Park Elementary		X	X	
Williamson County	Centennial High School		X		

District Name	School Name	High Priority	Pass07 but now Fail08	Title 1	Urban Schools
Williamson County	Fairview High School	X			
Williamson County	Franklin High School	X			
Williamson County	Hillsboro Elementary/ Middle School		X		
Williamson County	Middle College High School	X			
Wilson County	Lebanon High School		X		

Appendix B
ATTACHMENT 4A

Percent of Students Projected to be Proficient Three Years in the Future by School Elementary and Middle Schools Only

Note: Low risk schools are 7 percentage points or less from meeting either the Math or Reading AMOs while High Risk schools are more than 7 percentage points away.

(Below is a sample from attached files identified in Appendix C)

District	School	% Proj to be Prof/Adv Math	% Proj to be Prof/Adv Read	Met 2007 AYP	Low Risk	High Risk
DAVIDSON	BAXTER ALTERNATIVE LEARNING CENTER	33	76	N		X
DAVIDSON	BRICK CHURCH MIDDLE	72	89	N		X
DAVIDSON	DALEWOOD MIDDLE	78	89	N		X
DAVIDSON	EWING PARK MIDDLE	76	90	N		X
DAVIDSON	GLENVIEW ELEMENTARY	83	78	N		X
DAVIDSON	ISAAC LITTON MIDDLE	77	91	N		X
DAVIDSON	MC KISSACK PROFESSIONAL DEVELOPMENT	77	90	N		X
DAVIDSON	MURRELL SPECIAL EDUCATION	45	72	N		X
DAVIDSON	NAPIER ELEMENTARY ENHANCEMENT OPTION	75	81	N		X
DAVIDSON	SHWAB ELEMENTARY	69	79	N		X
DAVIDSON	TUSCULUM ELEMENTARY	82	78	N		X
HAMILTON	CHATTANOOGA MIDDLE MUSEUM MAGNET	66	94	N		X
HAMILTON	EAST SIDE ELEMENTARY	80	73	N		X
HAMILTON	HIXSON MIDDLE	77	96	N		X
HAMILTON	HOWARD OF ACADEMICS TECHNOLOGY	64	92	N		X
HANCOCK	HANCOCK MIDDLE / HIGH	78	94	N		X
KNOX	BELLE MORRIS ELEMENTARY	83	81	N		X
KNOX	EAST KNOX ELEMENTARY	82	80	N		X
KNOX	VINE MIDDLE / MAGNET	77	92	N		X
MEMPHIS	CHEROKEE ELEMENTARY	66	76	N		X
MEMPHIS	CHICKASAW JUNIOR HIGH	70	87	N		X
MEMPHIS	CORRY MIDDLE	78	96	N		X
MEMPHIS	CYPRESS MIDDLE	73	95	N		X
MEMPHIS	DUNBAR ELEMENTARY	77	76	N		X
MEMPHIS	FRAYSER ELEMENTARY	74	84	N		X
MEMPHIS	FRAYSER MIDDLE/ HIGH	54	90	N		X
MEMPHIS	GEETER MIDDLE	71	94	N		X
MEMPHIS	GEORGIAN HILLS ELEMENTARY	77	83	N		X
MEMPHIS	GEORGIAN HILLS JUNIOR HIGH	77	95	N		X
MEMPHIS	GRANDVIEW HEIGHTS ELEMENTARY	78	83	N		X
MEMPHIS	HUMES MIDDLE	69	95	N		X

District	School	% Proj to be Prof/Adv Math	% Proj to be Prof/Adv Read	Met 2007 AYP	Low Risk	High Risk
MEMPHIS	KINGSBURY MIDDLE/ HIGH	72	90	N		X
MEMPHIS	LESTER ELEMENTARY	76	84	N		X
MEMPHIS	LEVI ELEMENTARY	73	87	N		X
MEMPHIS	PYRAMID ACADEMY	60	78	N		X
MEMPHIS	RALEIGH-EGYPT MIDDLE	75	93	N		X
MEMPHIS	RIVERVIEW MIDDLE	76	94	N		X
MEMPHIS	TREADWELL MIDDLE/ HIGH	69	89	N		X
MEMPHIS	VANCE MIDDLE	68	91	N		X
MEMPHIS	WOODDALE MIDDLE	77	96	N		X
BLOUNT	EVERETT LEARNING OPPORTUNITY CENTER	60	69	N<10		X
DICKSON	NEW DIRECTIONS ACADEMY	100	66	N<10		X
HAYWOOD	HAYWOOD COUNTY ACADEMIC & JUSTICE ACADEMY	50	83	N<10		X
HAYWOOD	HAYWOOD HIGH	67	89	N<10		X
HENDERSON	LEXINGTON HIGH	33	57	N<10		X
HUNTINGDON	HUNTINGDON HIGH	67	100	N<10		X
JACKSON-MADISON	WEST JACKSON LEARNING CENTER	50	67	N<10		X
KNOX	RIDGEDALE ALTERNATIVE	56	77	N<10		X
MEMPHIS	AVON LENOX	100	80	N<10		X
SEVIER	HARDIN ALTERNATIVE LEARNING CENTER		67	N<10		X
SEVIER	PARKWAY ACADEMY	100	67	N<10		X
SUMNER	R T FISHER ALTERNATIVE	67	88	N<10		X
WARREN	WARREN COUNTY ALTERNATIVE ACADEMY	25	80	N<10		X
ANDERSON	THE LEARN CENTER	77	88	Y		X
DAVIDSON	ALEX GREEN ELEMENTARY	74	80	Y		X
DAVIDSON	BAILEY MIDDLE	73	88	Y		X
DAVIDSON	CORA HOWE ELEMENTARY	85	75	Y		X
DAVIDSON	COTTON ELEMENTARY	78	80	Y		X
DAVIDSON	GRA-MAR MIDDLE	78	95	Y		X
DAVIDSON	HARRIS HILLMAN SPECIAL ED	71	76	Y		X
DAVIDSON	KIRKPATRICK ELEMENTARY ENHANCED OPTION	79	73	Y		X
DAVIDSON	MADISON	41	61	Y		X
DAVIDSON	STRATTON ELEMENTARY	86	81	Y		X
DAVIDSON	W. A. BASS MIDDLE	75	92	Y		X
FAYETTE	EAST JR. HIGH	77	94	Y		X
HAMILTON	DALEWOOD MIDDLE	75	96	Y		X
HAMILTON	EAST LAKE ACADEMY OF FINE ARTS	78	96	Y		X
HAMILTON	ORCHARD KNOB ELEMENTARY	78	75	Y		X
HAMILTON	ORCHARD KNOB MIDDLE	72	96	Y		X
KNOX	BEAUMONT ELEMENTARY/ MAGNET	81	80	Y		X
KNOX	DOGWOOD ELEMENTARY	84	81	Y		X
KNOX	GREEN MAGNET MATH AND SCIENCE ACADEMY	70	67	Y		X

District	School	% Proj to be Prof/Adv Math	% Proj to be Prof/Adv Read	Met 2007 AYP	Low Risk	High Risk
KNOX	LONSDALE ELEMENTARY	85	81	Y		X
KNOX	NORWOOD ELEMENTARY	82	81	Y		X
MEMPHIS	FAIRVIEW JR HIGH	78	93	Y		X
MEMPHIS	FORD ROAD ELEMENTARY	73	82	Y		X
MEMPHIS	GUTHRIE ELEMENTARY	77	73	Y		X
MEMPHIS	HANLEY ELEMENTARY	78	86	Y		X
MEMPHIS	IDA B WELLS ACADEMY	69	98	Y		X
MEMPHIS	LAUDERDALE ELEMENTARY	80	80	Y		X
MEMPHIS	MAGNOLIA ELEMENTARY	73	85	Y		X
MEMPHIS	RAINESHAVEN ELEMENTARY	83	80	Y		X
MEMPHIS	SHERWOOD MIDDLE	76	96	Y		X
MEMPHIS	TREADWELL ELEMENTARY	85	81	Y		X
MEMPHIS	TREZEVANT HIGH	74	88	Y		X
PUTNAM	DRY VALLEY ALTERNATIVE	72	88	Y		X
CAMPBELL	EAST LA FOLLETTE ELEMENTARY	86	82	N	X	
DAVIDSON	ANTIOCH MIDDLE	85	93	N	X	
DAVIDSON	APOLLO MIDDLE	79	90	N	X	
DAVIDSON	CAMERON MIDDLE	81	86	N	X	
DAVIDSON	DONELSON MIDDLE	83	93	N	X	
DAVIDSON	H G HILL MIDDLE	85	93	N	X	
DAVIDSON	JERE BAXTER MIDDLE	81	90	N	X	
DAVIDSON	JOELTON MIDDLE	84	91	N	X	
DAVIDSON	JOHN F. KENNEDY MIDDLE	82	97	N	X	
DAVIDSON	MARGARET ALLEN MIDDLE	85	90	N	X	
DAVIDSON	WEST END MIDDLE	84	92	N	X	
DAVIDSON	WRIGHT MIDDLE	85	91	N	X	
GRUNDY	TRACY ELEMENTARY	84	94	N	X	
KNOX	NORTHWEST MIDDLE	83	96	N	X	
KNOX	SPRING HILL ELEMENTARY	88	85	N	X	
LENOIR CITY	LENOIR CITY ELEMENTARY	90	88	N	X	
LOUDON	FORT LOUDON MIDDLE	82	97	N	X	
MEMPHIS	A. MACEO WALKER MIDDLE	80	96	N	X	
MEMPHIS	SPRING HILL ELEMENTARY	80	82	N	X	
ROBERTSON	BRANSFORD ELEMENTARY	85	86	N	X	
ROBERTSON	CHEATHAM PARK ELEMENTARY	85	86	N	X	
ROBERTSON	SPRINGFIELD MIDDLE	83	94	N	X	
TIPTON	TIPTON COUNTY ALTERNATIVE LEARNING CENTER	83	90	N	X	
UNION	MAYNARDVILLE ELEMENTARY	90	88	N	X	
BEDFORD	SOUTH SIDE PRIMARY	95	85	Y	X	
BELLS	BELLS ELEMENTARY	93	88	Y	X	
CAMPBELL	LAFOLLETTE MIDDLE	83	97	Y	X	

District	School	% Proj to be Prof/Adv Math	% Proj to be Prof/Adv Read	Met 2007 AYP	Low Risk	High Risk
CAMPBELL	RIDGEWOOD ELEMENTARY	86	82	Y	X	
CAMPBELL	WHITE OAK ELEMENTARY	82	83	Y	X	
CLAIBORNE	TAZEWELL NEW TAZEWELL ELEMENTARY	87	88	Y	X	
COCKE	NORTHWEST ELEMENTARY	79	86	Y	X	
COFFEE	NORTH COFFEE ELEMENTARY	94	88	Y	X	
DAVIDSON	BELLSHIRE ELEMENTARY DESIGN CENTER	80	82	Y	X	
DAVIDSON	BORDEAUX ELEMENTARY ENHANCED OPTION	80	88	Y	X	
DAVIDSON	CHADWELL ELEMENTARY	80	85	Y	X	
DAVIDSON	CHARLOTTE PARK ELEMENTARY	87	86	Y	X	
DAVIDSON	GLENN ELEMENTARY ENHANCE OPTION	83	91	Y	X	
DAVIDSON	HAYWOOD ELEMENTARY	83	83	Y	X	
DAVIDSON	J. E. MOSS ELEMENTARY	85	91	Y	X	
DAVIDSON	JOHN B WHITSITT ELEMENTARY	82	86	Y	X	
DAVIDSON	JOHN EARLY PAIDEIA MIDDLE MAGNET	82	95	Y	X	
DAVIDSON	JONES PAIDEIA MAGNET	84	94	Y	X	
DAVIDSON	MARTHA VAUGHT MIDDLE	84	92	Y	X	
DAVIDSON	MCMURRAY MIDDLE	80	91	Y	X	
DAVIDSON	NEELY'S BEND ELEMENTARY	84	84	Y	X	
DAVIDSON	NEELY'S BEND MIDDLE	81	93	Y	X	
DAVIDSON	NORMAN BINKLEY ELEMENTARY	87	87	Y	X	
DAVIDSON	PARK AVENUE ELEMENTARY ENHANCED OPTION	83	91	Y	X	
DAVIDSON	TULIP GROVE ELEMENTARY	90	88	Y	X	
FAYETTE	JEFFERSON ELEMENTARY	83	93	Y	X	
FRANKLIN	DECHERD ELEMENTARY	82	91	Y	X	
GRUNDY	COALMONT ELEMENTARY	84	93	Y	X	
HAMBLEN	FAIRVIEW MARGUERITE ELEMENTARY	86	86	Y	X	
HAMILTON	CALVIN DONALDSON ELEMENTARY	80	87	Y	X	
HAMILTON	CLIFTON HILLS ELEMENTARY	86	84	Y	X	
HAMILTON	EAST LAKE ELEMENTARY	82	85	Y	X	
HAMILTON	HARDY ELEMENTARY	90	88	Y	X	
HAMILTON	HILLCREST ELEMENTARY	84	90	Y	X	
HAMILTON	RIVERMONT ELEMENTARY	80	88	Y	X	
HAMILTON	TYNER MIDDLE ACADEMY	80	97	Y	X	
HANCOCK	HANCOCK COUNTY ELEMENTARY	90	88	Y	X	
HARDEMAN	GRAND JUNCTION ELEMENTARY	85	92	Y	X	
HAWKINS	KEPLAR ELEMENTARY	91	86	Y	X	
HAWKINS	MCPHEETER'S BEND ELEMENTARY	93	85	Y	X	
HUMBOLDT	EAST END ELEMENTARY	86	87	Y	X	
HUMBOLDT	HUMBOLDT JR HIGH	84	98	Y	X	
JACKSON-MADISON	ALEXANDER ELEMENTARY	81	83	Y	X	
JACKSON-MADISON	NORTHEAST MIDDLE	83	97	Y	X	

District	School	% Proj to be Prof/Adv Math	% Proj to be Prof/Adv Read	Met 2007 AYP	Low Risk	High Risk
JACKSON-MADISON	SOUTH ELEMENTARY	80	87	Y	X	
JACKSON-MADISON	WEST MIDDLE	85	96	Y	X	
KNOX	CHRISTENBERRY ELEMENTARY	91	86	Y	X	
KNOX	INSKIP ELEMENTARY	91	84	Y	X	
KNOX	MOORELAND HEIGHTS ELEMENTARY	84	86	Y	X	
KNOX	POND GAP ELEMENTARY	82	85	Y	X	
KNOX	SARAH MOORE GREENE ELEMENTARY / MAGNET	80	82	Y	X	
KNOX	SOUTH KNOX ELEMENTARY	96	85	Y	X	
KNOX	WEST VIEW ELEMENTARY	84	88	Y	X	
LOUDON	LOUDON ELEMENTARY	90	87	Y	X	
LOUDON	STEEKEE ELEMENTARY	87	83	Y	X	
MACON	RED BOILING SPRINGS	85	84	Y	X	
MAURY	MCDOWELL ELEMENTARY	79	85	Y	X	
MAURY	MT. PLEASANT ELEMENTARY	80	90	Y	X	
MEMPHIS	A B HILL ELEMENTARY	84	88	Y	X	
MEMPHIS	AIRWAYS MIDDLE	82	96	Y	X	
MEMPHIS	ALCY ELEMENTARY	88	87	Y	X	
MEMPHIS	ALTON ELEMENTARY	85	89	Y	X	
MEMPHIS	AMERICAN WAY MIDDLE	79	95	Y	X	
MEMPHIS	BETHEL GROVE ELEMENTARY	83	88	Y	X	
MEMPHIS	BROOKMADE ELEMENTARY	79	90	Y	X	
MEMPHIS	CALDWELL ELEMENTARY	88	83	Y	X	
MEMPHIS	COLEMAN ELEMENTARY	84	83	Y	X	
MEMPHIS	CORNING ELEMENTARY	82	84	Y	X	
MEMPHIS	CRAIGMONT MIDDLE	83	98	Y	X	
MEMPHIS	CROMWELL ELEMENTARY	89	88	Y	X	
MEMPHIS	DOUGLASS ELEMENTARY	83	89	Y	X	
MEMPHIS	EAST HIGH	83	93	Y	X	
MEMPHIS	EGYPT ELEMENTARY	86	87	Y	X	
MEMPHIS	FAIRLEY ELEMENTARY	84	83	Y	X	
MEMPHIS	GARDENVIEW ELEMENTARY	90	88	Y	X	
MEMPHIS	GEORGIA AVENUE ELEMENTARY	86	84	Y	X	
MEMPHIS	GORDON ELEMENTARY	92	83	Y	X	
MEMPHIS	GRAVES ELEMENTARY	85	85	Y	X	
MEMPHIS	HAMILTON ELEMENTARY	84	88	Y	X	
MEMPHIS	HAMILTON MIDDLE	83	96	Y	X	
MEMPHIS	HAVENVIEW MIDDLE	79	97	Y	X	
MEMPHIS	HAWKINS MILL ELEMENTARY	82	89	Y	X	
MEMPHIS	HICKORY RIDGE MIDDLE	84	97	Y	X	
MEMPHIS	HOLLYWOOD ELEMENTARY	82	83	Y	X	
MEMPHIS	HOLMES ROAD ELEMENTARY	87	87	Y	X	

District	School	% Proj to be Prof/Adv Math	% Proj to be Prof/Adv Read	Met 2007 AYP	Low Risk	High Risk
MEMPHIS	KINGSBURY ELEMENTARY	88	88	Y	X	
MEMPHIS	KIRBY MIDDLE	79	93	Y	X	
MEMPHIS	KLONDIKE ELEMENTARY	88	88	Y	X	
MEMPHIS	LAKEVIEW ELEMENTARY	89	82	Y	X	
MEMPHIS	LANIER MIDDLE	82	95	Y	X	
MEMPHIS	LINCOLN ELEMENTARY	82	83	Y	X	
MEMPHIS	LONGVIEW MIDDLE	81	96	Y	X	
MEMPHIS	LUCIE E. CAMPBELL ELEMENTARY	81	87	Y	X	
MEMPHIS	MACON ELEMENTARY	81	92	Y	X	
MEMPHIS	NORRIS ELEMENTARY	82	88	Y	X	
MEMPHIS	OAKHAVEN ELEMENTARY	80	86	Y	X	
MEMPHIS	OAKHAVEN MIDDLE/ HIGH	81	96	Y	X	
MEMPHIS	RIVERVIEW ELEMENTARY	84	82	Y	X	
MEMPHIS	ROBERT R. CHURCH ELEMENTARY	82	84	Y	X	
MEMPHIS	SCENIC HILLS ELEMENTARY	86	83	Y	X	
MEMPHIS	SEA ISLE ELEMENTARY	86	88	Y	X	
MEMPHIS	SHANNON ELEMENTARY	86	87	Y	X	
MEMPHIS	SHARPE ELEMENTARY	89	85	Y	X	
MEMPHIS	SHEFFIELD ELEMENTARY	92	88	Y	X	
MEMPHIS	SHERWOOD ELEMENTARY	86	88	Y	X	
MEMPHIS	SHRINE	91	87	Y	X	
MEMPHIS	SOUTH PARK ELEMENTARY	86	83	Y	X	
MEMPHIS	SPRINGDALE ELEMENTARY	85	85	Y	X	
MEMPHIS	WESTSIDE HIGH	80	94	Y	X	
MEMPHIS	WESTWOOD ELEMENTARY	80	89	Y	X	
MEMPHIS	WHITEHAVEN ELEMENTARY	85	89	Y	X	
MEMPHIS	WHITE'S CHAPEL ELEMENTARY	84	85	Y	X	
MEMPHIS	WHITNEY ELEMENTARY	81	85	Y	X	
MEMPHIS	WINCHESTER ELEMENTARY	92	88	Y	X	
MONROE	COKER CREEK ELEMENTARY	83	87	Y	X	
ROBERTSON	WESTSIDE ELEMENTARY	87	88	Y	X	
SHELBY	WOODSTOCK MIDDLE	85	99	Y	X	
SUMNER	CLYDE RIGGS ELEMENTARY	93	88	Y	X	
SUMNER	VENA STUART ELEMENTARY	91	88	Y	X	
SWEETWATER	BROWN INTERMEDIATE	95	88	Y	X	
SWEETWATER	SWEETWATER JR HIGH	85	95	Y	X	
UNION	LUTTRELL ELEMENTARY	87	88	Y	X	

Appendix B
ATTACHMENT 4B

**Percent of Students Projected to be Proficient Three Years in the Future
by System Elementary and Middle Schools Only**

Note: Low risk schools are 7 percentage points or less from meeting either the Math or Reading AMOs while High Risk schools are more than 7 percentage points away.

System	District Name	% Prof/Adv Proj Math	% Prof/Adv Proj Read	Met AYP 2007	Low Risk	High Risk
010	Anderson County	95	97	Y		
011	Clinton	98	95	Y		
012	Oak Ridge	96	97	Y		
020	Bedford County	93	95	N		
030	Benton County	93	96	Y		
040	Bledsoe County	95	96	Y		
050	Blount County	93	96	N		
051	Alcoa	94	97	Y		
052	Maryville	97	98	Y		
060	Bradley County	94	96	Y		
061	Cleveland	94	96	Y		
070	Campbell County	89	94	N		
080	Cannon County	92	97	Y		
092	Hollow Rock-Bruceton	93	96	Y		
093	Huntingdon	94	96	Y		
094	McKenzie	97	97	Y		
095	South Carroll	93	97	Y		
097	West Carroll	95	96	Y		
100	Carter County	93	96	Y		
101	Elizabethton	95	98	Y		
110	Cheatham County	96	97	Y		
120	Chester County	95	96	Y		
130	Claiborne County	91	94	Y		
140	Clay County	93	96	Y		
150	Cocke County	93	94	Y		
151	Newport	97	99	Y		
160	Coffee County	92	95	Y		
161	Manchester	96	96	Y		
162	Tullahoma	94	97	Y		
170	Crockett County	91	97	N		
171	Alamo	95	96	Y		
172	Bells	93	88	Y	X	
180	Cumberland County	96	96	Y		
190	Davidson County	86	92	N		
200	Decatur County	93	96	Y		
210	DeKalb County	93	95	N		
220	Dickson County	96	98	Y		
230	Dyer County	96	97	Y		
231	Dyersburg	94	95	Y		
240	Fayette County	87	94	Y		
250	Fentress County	94	95	Y		
260	Franklin County	91	96	N		
271	Humboldt	86	93	N		
272	Milan	94	97	Y		
273	Trenton	96	94	Y		
274	Bradford	98	96	Y		

System	District_Name	% Prof/Adv Proj Math	% Prof/Adv Proj Read	Met AYP 2007	Low Risk	High Risk
275	Gibson County Special District	96	97	Y		
280	Giles County	92	95	N		
290	Grainger County	94	95	Y		
300	Greene County	95	96	Y		
301	Greeneville	97	98	Y		
310	Grundy County	90	94	Y		
320	Hamblen County	92	96	Y		
330	Hamilton County	91	95	Y		
340	Hancock County	84	91	Y	X	
350	Hardeman County	92	95	Y		
360	Hardin County	93	96	Y		
370	Hawkins County	93	95	Y		
371	Rogersville	96	99	Y		
380	Haywood County	90	94	N		
390	Henderson County	96	97	Y		
391	Lexington	96	97	Y		
400	Henry County	97	96	Y		
401	Paris	96	95	Y		
410	Hickman County	94	95	Y		
420	Houston County	96	97	Y		
430	Humphreys County	94	95	Y		
440	Jackson County	93	95	Y		
450	Jefferson County	94	96	Y		
460	Johnson County	94	95	Y		
470	Knox County	92	94	N		
480	Lake County	91	93	Y		
490	Lauderdale County	92	95	Y		
500	Lawrence County	96	97	Y		
510	Lewis County	96	97	Y		
520	Lincoln County	94	98	Y		
521	Fayetteville	96	98	Y		
530	Loudon County	93	96	Y		
531	Lenoir City	89	94	Y		
540	McMinn County	94	95	Y		
541	Athens	95	97	N		
542	Etowah	92	95	Y		
550	McNairy County	95	96	Y		
560	Macon County	93	93	Y		
570	Jackson-Madison County	89	94	Y		
580	Marion County	93	95	Y		
581	Richard City	92	96	Y		
590	Marshall County	95	96	Y		
600	Maury County	91	96	Y		
610	Meigs County	95	96	Y		
620	Monroe County	92	94	N		
621	Sweetwater	90	91	N		
630	Montgomery County	96	97	Y		
640	Moore County	94	96	Y		
650	Morgan County	92	95	N		
660	Obion County	97	97	Y		
661	Union City	91	95	Y		
670	Overton County	95	96	Y		
680	Perry County	92	93	Y		
690	Pickett County	94	95	Y		
700	Polk County	91	95	N		

System	District_Name	% Prof/Adv Proj Math	% Prof/Adv Proj Read	Met AYP 2007	Low Risk	High Risk
710	Putnam County	97	96	Y		
720	Rhea County	94	94	Y		
721	Dayton	95	96	Y		
730	Roane County	94	96	Y		
740	Robertson County	91	95	N		
750	Rutherford County	96	97	Y		
751	Murfreesboro	94	95	N		
760	Scott County	93	96	Y		
761	Oneida	95	96	N		
770	Sequatchie County	93	95	N		
780	Sevier County	95	96	N		
790	Shelby County	96	99	Y		
791	Memphis	84	92	N	X	
800	Smith County	95	97	Y		
810	Stewart County	98	96	Y		
820	Sullivan County	95	96	N		
821	Bristol	95	97	Y		
822	Kingsport	96	97	Y		
830	Sumner County	96	98	Y		
840	Tipton County	93	96	N		
850	Trousdale County	93	97	Y		
860	Unicoi County	96	95	Y		
870	Union County	90	93	N		
880	Van Buren County	94	95	Y		
890	Warren County	91	94	Y		
900	Washington County	96	97	Y		
901	Johnson City	96	97	Y		
910	Wayne County	93	95	Y		
920	Weakley County	94	97	Y		
930	White County	95	96	Y		
940	Williamson County	98	99	Y		
941	Franklin City	97	97	Y		
950	Wilson County	96	98	Y		
951	Lebanon	96	97	Y		

Appendix B
ATTACHMENT 5
Tennessee Effect Size for Proportion

In Tennessee’s Differential Accountability System, Cohen’s effect size for proportion (Cohen’s *h*) was utilized to measure and discriminate differences between academic profiles between State and schools on the differential academic profiles for high schools. The difference is dependent on both the magnitude of difference and actual sample size. To account for this, Cohen’s *h* with an arcsine transformation was used.

The high school academic profiles are expressed as percentages of six performance categories. The first three categories are utilized in the AYP Below Proficiency designation. The fourth and fifth categories are utilized in the AYP Proficient designation. The sixth category indicates the AYP Advanced designation.

In Gateway Math (Algebra I), the scale score cut for Proficient is 494 and the lowest obtainable scale score (LOSS) is 300. To make three categories within Below Proficient, a class interval was calculated as follows: (Proficient cut minus one) minus LOSS and divided by three = $((494-1) - 300)/3 = 64$. The first category is from 300 to 364, the second from 365 to 429, and third from 430 to 493. The class interval of the fourth category is from 494 to 505 (the 11 scale score points, 505 minus 494, that contains 2 more raw cut scores of proficient). The class interval of the fifth category is from 506 to 539 (Advanced scale score cut minus one scale score). The class interval of the last category is from 540 to highest obtainable scale score (HOSS).

In the Gateway Reading/Language Arts (English II) to establish six categories, we applied the same approach that was used for Gateway Math listed above. The cut for Proficient is 454 and the lowest obtainable scale score (LOSS) is 300. To make three categories within Below Proficient, each class interval was calculated as follows: (Proficient cut minus one) minus LOSS and divided by three = $((454-1) - 300)/3 = 51$. The first category is from 300 to 351, the second from 352 to 403, and the third from 404 to 453. The class interval of the fourth category is from 454 to 464 (the 10 scale score points, 464 minus 454, that contains 2 more raw cut scores of proficient). The class interval of fifth category is from 465 to 510 (Advanced cut minus one). The class interval of the last category is from 511 to highest obtainable scale score (HOSS).

We will calculate the frequency and percent of each performance category for schools that did not meet AYP as well as the State. The State Academic Profile results will be used as a reference for all high schools. As mentioned above, each percent or proportion will be transformed to $2 \cdot \arcsine(\sqrt{\text{each proportion}})$. The effect sizes are calculated as follows: $2 \cdot \arcsine(\sqrt{\text{state proportion from a category}}) - 2 \cdot \arcsine(\sqrt{\text{corresponding school proportion}})$.

To find “High Risk” (Comprehensive Recovery) schools for each content area, the effect size will be calculated as follows: the State sum of transformed proportions from categories (or levels) 1 through 4 minus a school sum of transformed proportions from categories (or levels) 1 through 4. If a school has effect size $\leq -.00$, then the school will be considered as a “High Risk academic profile” or Comprehensive Recovery school for a given content. All other schools will be considered “Low Risk” based on an effect size $\leq .00$ and be categorized as Focused Recovery schools.

Math	Reading/Language Arts	Graduation*	Remarks
X (55%)	X (84%)	X (57%)*	Comprehensive Recovery
X (58%)	X (84%)		Comprehensive Recovery
X (64%)		X (58%)*	Comprehensive Recovery
	X (86%)	X (59%)*	Comprehensive Recovery
X (69%)			Focused Recovery
	X (86%)		Focused Recovery
		X (59%)*	Comprehensive Recovery
		X (61%)	Focused Recovery
*Graduation Rate 60% and below is automatically Comprehensive Recovery			

Appendix B ATTACHMENT 6

Performance Level Distribution for Selected High Schools, Example 1 (Below is a sample from attached files identified in Appendix C)

Performance Level Distribution for Selected High Schools: SY 2006-2007																															
(Cohen's h: .20 - .49 = Small Effect, .50 - .79 = Medium Effect, >=.80 = Large Effect)																															
Content	Sys #	Sch #	Name	Sub Group	Below						Proficient						Advan						Total	2*ASIN(Sqrt(pproportion))						Sum	Effect Size
					Lev1	Lev2	Lev3	Lev4	Lev5	Lev6	Lev1	Lev2	Lev3	Lev4	Lev5	Lev6	Lev1	Lev2	Lev3	Lev4	Lev5	Lev6		Lev1	Lev2	Lev3	Lev4	Lev5	Lev6		
A1	State	State	State	State	ALL	0.654	3.313	19.879	8.067	27.267	40.820	869	3388	20330	8250	27885	41746	102268	0.162	0.366	0.924	0.576	1.099	1.398	2.028						
E2	State	State	State	State	ALL	0.755	1.127	4.729	2.668	19.700	71.020	594	887	3721	2099	15500	56878	78879	0.174	0.213	0.438	0.328	0.920	2.005	1.153						
A1	791	725	TREZEVANT HS	ALL	1.646	9.259	46.091	15.226	21.605	6.173	8	45	224	74	105	30	488	0.257	0.618	1.493	0.802	0.967	0.502	3.170	-1.142						
A1	190	445	MAPLEWOOD COMP HS	ALL	1.210	7.460	44.556	13.911	26.008	6.855	8	37	221	69	129	34	496	0.220	0.553	1.462	0.764	1.070	0.530	3.000	-0.972						
A1	791	180	EAST HS	ALL	2.282	10.788	38.589	11.411	21.992	14.938	11	52	188	55	106	72	482	0.303	0.669	1.341	0.689	0.976	0.794	3.002	-0.974						
A1	330	160	OLTEWAH HS	ALL	0.555	6.654	40.111	13.678	27.726	11.275	3	36	217	74	180	61	541	0.149	0.522	1.372	0.758	1.109	0.685	2.800	-0.772						
A1	470	65	SOUTH DOYLE HS	ALL	1.370	5.708	22.603	9.361	30.594	30.365	6	25	99	41	134	133	438	0.235	0.482	0.991	0.622	1.172	1.167	2.330	-0.302						
A1	470	9	AUSTIN EAST HIGHMAG	ALL	2.333	4.000	24.333	7.000	32.000	30.333	7	12	73	21	96	91	300	0.307	0.403	1.032	0.536	1.203	1.167	2.277	-0.248						
A1	570	40	JACKSON CENTRAL MERR	ALL	0.000	3.320	24.066	11.618	32.780	28.216	0	8	58	28	79	68	241	0.000	0.366	1.025	0.696	1.219	1.120	2.088	-0.059						
A1	750	72	OAKLAND HS	ALL	0.216	1.948	20.563	11.688	30.736	34.848	1	9	95	54	142	161	462	0.093	0.280	0.941	0.698	1.175	1.263	2.012	0.016						
A1	740	70	SPRINGFIELD HIGH	ALL	0.000	3.086	20.062	8.642	31.173	37.037	0	10	65	28	101	120	324	0.000	0.353	0.929	0.597	1.185	1.309	1.879	0.149						
A1	210	25	DEKALB CO HIGH	ALL	0.000	1.508	15.578	11.055	41.206	30.663	0	3	31	22	82	61	199	0.000	0.246	0.811	0.678	1.394	1.173	1.736	0.293						
A1	290	20	RUTLEDGE HS	ALL	0.000	0.660	14.521	8.581	30.363	45.875	0	2	44	26	92	139	303	0.000	0.163	0.782	0.595	1.167	1.488	1.539	0.489						
A1	940	35	FAIRVIEW HIGH	ALL	0.633	0.633	13.291	6.962	41.139	37.342	1	1	21	11	65	59	158	0.159	0.159	0.746	0.534	1.393	1.315	1.599	0.429						
A1	390	39	SCOTT'S HILL HIGH SCH	ALL	0.000	0.654	9.150	8.497	35.294	48.405	0	1	14	13	54	71	153	0.000	0.162	0.615	0.592	1.272	1.499	1.368	0.660						
A1	162	35	TULLAHOMA HS	ALL	0.000	0.297	10.979	5.638	27.003	56.083	0	1	37	19	91	189	337	0.000	0.109	0.675	0.479	1.093	1.693	1.264	0.764						
A1	12	35	OAK RIDGE HIGH	ALL	0.000	0.000	9.143	6.000	29.143	55.714	0	0	32	21	102	195	350	0.000	0.000	0.614	0.495	1.141	1.685	1.109	0.919						
A1	580	25	MARION CO HS	ALL	0.000	0.000	5.517	4.828	29.655	60.000	0	0	8	7	43	87	145	0.000	0.000	0.474	0.443	1.152	1.772	0.917	1.111						
E2	791	725	TREZEVANT HS	ALL	4.416	2.524	14.826	9.464	33.123	35.647	14	8	47	30	105	113	317	0.423	0.319	0.791	0.625	1.228	1.280	2.158	-1.005						
E2	470	9	AUSTIN EAST HIGHMAG	ALL	3.557	4.348	14.625	6.719	30.830	39.921	9	11	37	17	78	101	253	0.379	0.420	0.785	0.524	1.177	1.368	2.109	-0.956						
E2	190	445	MAPLEWOOD COMP HS	ALL	2.564	3.704	13.390	7.123	31.909	41.311	9	13	47	25	112	145	351	0.322	0.387	0.749	0.540	1.201	1.396	1.999	-0.845						
E2	791	180	EAST HS	ALL	2.370	2.370	10.427	9.953	27.488	47.393	5	5	22	21	58	100	211	0.309	0.309	0.658	0.642	1.104	1.519	1.918	-0.764						
E2	470	65	SOUTH DOYLE HS	ALL	1.276	2.806	10.969	3.571	20.153	61.224	5	11	43	14	79	240	392	0.226	0.337	0.675	0.380	0.931	1.797	1.618	-0.465						
E2	740	70	SPRINGFIELD HIGH	ALL	0.702	1.053	9.825	5.614	26.667	56.140	2	3	28	16	76	180	285	0.168	0.206	0.638	0.478	1.085	1.694	1.489	-0.336						
E2	750	72	OAKLAND HS	ALL	0.226	1.806	2.709	2.709	22.799	69.752	1	8	12	12	101	309	443	0.095	0.270	0.331	0.331	0.996	1.977	1.026	0.127						
E2	330	160	OLTEWAH HS	ALL	0.909	0.909	2.727	2.364	18.545	74.545	5	5	15	13	102	410	550	0.191	0.191	0.332	0.309	0.890	2.084	1.022	0.131						
E2	162	35	TULLAHOMA HS	ALL	0.311	0.932	3.416	1.553	13.975	79.814	1	3	11	5	45	257	322	0.112	0.193	0.372	0.250	0.766	2.210	0.927	0.227						
E2	210	25	DEKALB CO HIGH	ALL	0.000	0.448	3.139	1.794	17.040	77.578	0	1	7	4	38	173	223	0.000	0.134	0.356	0.269	0.851	2.155	0.759	0.394						
E2	570	40	JACKSON CENTRAL MERR	ALL	0.000	0.000	2.475	3.960	33.663	59.901	0	0	5	8	68	121	202	0.000	0.000	0.316	0.401	1.238	1.770	0.717	0.437						
E2	390	39	SCOTT'S HILL HIGH SCH	ALL	0.000	0.000	2.326	2.326	17.442	77.907	0	0	2	2	15	87	88	0.000	0.000	0.306	0.306	0.862	2.163	0.612	0.541						
E2	290	20	RUTLEDGE HS	ALL	0.000	0.429	1.717	1.288	15.021	81.545	0	1	4	3	35	190	233	0.000	0.131	0.263	0.227	0.796	2.254	0.621	0.532						
E2	580	25	MARION CO HS	ALL	0.000	0.000	1.379	2.759	20.690	75.172	0	0	2	4	30	109	145	0.000	0.000	0.235	0.334	0.944	2.098	0.569	0.584						
E2	12	35	OAK RIDGE HIGH	ALL	0.000	0.489	0.733	1.467	11.002	88.308	0	2	3	6	45	353	409	0.000	0.140	0.171	0.243	0.676	2.384	0.554	0.599						
E2	940	35	FAIRVIEW HIGH	ALL	0.518	0.000	0.000	0.518	11.399	87.555	1	0	0	1	22	189	193	0.144	0.000	0.000	0.144	0.889	2.421	0.288	0.865						

Content Note: A1 = Gateway Math (Algebra I) E2 = Gateway Language Arts (English II)

**Appendix B
ATTACHMENT 7**

Performance Level Distribution for Selected High Schools, Example 2
(Below is a sample from attached files identified in Appendix C)

Performance Level Distribution for Selected High Schools: SY 2006-2007
(Cohen's h: |.20 - .49| = Small Effect, |.50 - .79| = Medium Effect, \geq .80 = Large Effect)

Content	Sys #	Sch #	Name	Sub Group	Proficient						Advan						Total	2*ASIN(Sqrt(prportion))						Sum L1-L4	Effect Size	
					Below Lev1	Below Lev2	Below Lev3	Below Lev4	Below Lev5	Below Lev6	Below Lev1	Below Lev2	Below Lev3	Below Lev4	Below Lev5	Below Lev6		Lev1	Lev2	Lev3	Lev4	Lev5	Lev6			
A1	State	State	State	ALL	0.654	3.313	19.879	8.067	27.267	40.820	669	3388	20330	8250	27885	41748	102288	0.162	0.366	0.924	0.576	1.099	1.386	2.028		
E2	State	State	State	ALL	0.755	1.127	4.729	2.668	19.700	71.020	594	887	3721	2099	15500	55878	78679	0.174	0.213	0.438	0.328	0.920	2.005	1.153		
A1	791	725	TREZEVANT HS	ALL	1.646	9.259	46.091	15.226	21.605	6.173	8	45	224	74	105	30	486	0.257	0.618	1.493	0.802	0.967	0.502	3.170	-1.142	
A1	190	445	MAPLEWOOD COMP HS	ALL	1.210	7.460	44.556	13.911	26.008	6.855	6	37	221	69	129	34	496	0.220	0.553	1.462	0.764	1.070	0.530	3.000	-0.972	
A1	470	9	AUSTIN EAST HIGH MAG	ALL	2.333	4.000	24.333	7.000	32.000	30.333	7	12	73	21	96	91	300	0.307	0.403	1.032	0.536	1.203	1.167	2.277	-0.248	
A1	740	70	SPRINGFIELD HIGH	ALL	0.000	3.086	20.062	8.642	31.173	37.037	0	10	65	28	101	120	324	0.000	0.353	0.929	0.597	1.185	1.309	1.879	0.149	
A1	162	35	TULLAHOMA HS	ALL	0.000	0.297	10.979	5.638	27.003	56.083	0	1	37	19	91	189	337	0.000	0.109	0.675	0.479	1.093	1.693	1.264	0.764	
A1	12	35	OAK RIDGE HIGH	ALL	0.000	0.000	9.143	6.000	29.143	55.714	0	0	32	21	102	195	350	0.000	0.000	0.614	0.495	1.141	1.685	1.109	0.919	
E2	791	725	TREZEVANT HS	ALL	4.416	2.524	14.826	9.464	33.123	35.647	14	8	47	30	105	113	317	0.423	0.319	0.791	0.625	1.226	1.280	2.158	-1.005	
E2	470	9	AUSTIN EAST HIGH MAG	ALL	3.557	4.348	14.625	6.719	30.830	39.921	9	11	37	17	78	101	253	0.379	0.420	0.785	0.524	1.177	1.368	2.109	-0.956	
E2	190	445	MAPLEWOOD COMP HS	ALL	2.564	3.704	13.390	7.123	31.909	41.311	9	13	47	25	112	145	351	0.322	0.387	0.749	0.540	1.201	1.396	1.999	-0.845	
E2	740	70	SPRINGFIELD HIGH	ALL	0.702	1.053	9.825	5.614	26.667	56.140	2	3	28	16	76	160	285	0.168	0.206	0.638	0.478	1.085	1.694	1.489	-0.336	
E2	162	35	TULLAHOMA HS	ALL	0.311	0.932	3.416	1.553	13.975	79.814	1	3	11	5	45	257	322	0.112	0.193	0.372	0.250	0.766	2.210	0.927	0.227	
E2	12	35	OAK RIDGE HIGH	ALL	0.000	0.489	0.733	1.467	11.002	86.308	0	2	3	6	45	353	409	0.000	0.140	0.171	0.243	0.676	2.384	0.554	0.599	

Content Note: A1 = Gateway Math (Algebra I) E2 = Gateway Language Arts (English II)

Appendix B ATTACHMENT 8

Performance Level Distribution for High Priority High Schools (Below is a sample from attached files identified in Appendix C)

Performance Level Distribution for High Priority High Schools: SY 2006-2007
(Cohen's d = State Sum of L1 through L4 minus School Sum of L1 through L4; Small Effect = [.20 - .49], Medium Effect = [.50 - .79], Large Effect = >= [.80])

Content	Sub Group	Proficient						Below						Total	Transformation: 2*ASIN(Sqrt(prportion))						Sum L1-L4	Effect Size		
		Lev1	Lev2	Lev3	Lev4	Lev5	Lev6	Lev1	Lev2	Lev3	Lev4	Lev5	Lev6		Lev1	Lev2	Lev3	Lev4	Lev5	Lev6				
A1=Math (Algebra I)	E2=Read/LA (English II)	ALL	0.654	3.313	19.879	8.067	27.267	40.820	669	3388	20330	8250	27885	41748	102268	0.162	0.366	0.924	0.576	1.099	1.386	2.028		
A1	E2	ALL	0.755	1.127	4.729	2.668	19.700	71.020	594	887	3721	2099	15500	55878	78679	0.174	0.213	0.438	0.328	0.920	2.005	1.153		
A1	190	505 MURRELL SPECIAL ED	ALL	14.706	29.412	35.294	8.324	11.766	0.000	5	10	12	3	4	0	34	0.787	1.146	1.272	0.603	0.700	0.000	3.809	-1.781
A1	190	302 HARRIS HILLMAN	ALL	18.803	34.188	36.752	2.564	4.274	3.419	22	40	43	3	5	4	117	0.897	1.249	1.303	0.322	0.416	0.372	3.770	-1.742
A1	791	480 MANASSAS HS	ALL	3.433	15.880	48.069	10.300	16.309	6.009	8	37	112	24	38	14	233	0.373	0.820	1.532	0.653	0.831	0.495	3.378	-1.350
A1	791	493 MELROSE HS	ALL	1.951	9.593	51.382	9.593	19.675	7.805	12	59	316	59	121	48	615	0.280	0.630	1.598	0.630	0.919	0.566	3.138	-1.110
A1	791	815 WOODDALE HS	ALL	1.032	11.613	45.935	10.194	22.065	9.161	8	90	356	79	171	71	775	0.204	0.695	1.489	0.650	0.978	0.615	3.038	-1.010
A1	791	755 WESTSIDE HS	ALL	2.198	14.286	39.560	8.242	22.527	13.187	4	26	72	15	41	24	182	0.298	0.775	1.360	0.582	0.989	0.743	3.016	-0.987
A1	190	445 MAPLEWOOD COMP	ALL	1.210	7.460	44.556	13.911	26.008	6.855	6	37	221	69	129	34	496	0.220	0.553	1.462	0.764	1.070	0.530	3.000	-0.972
A1	791	660 SHEFFIELD HS	ALL	3.659	10.976	33.841	10.366	28.963	12.195	12	36	111	34	95	40	328	0.385	0.675	1.242	0.656	1.137	0.713	2.958	-0.929
A1	791	303 GRIZZLIES ACADEMY	ALL	0.000	10.256	51.282	10.256	23.077	5.128	0	4	20	4	9	2	39	0.000	0.652	1.596	0.652	1.002	0.457	2.900	-0.872
A1	791	30 BT WASHINGTON HS	ALL	0.435	7.391	39.130	15.217	25.217	12.609	1	17	90	35	58	29	230	0.132	0.551	1.352	0.801	1.052	0.726	2.836	-0.808
A1	330	160 OOLTEWAH HS	ALL	0.555	6.654	40.111	13.678	27.726	11.275	3	36	217	74	150	61	541	0.149	0.522	1.372	0.758	1.109	0.685	2.800	-0.772
A1	791	535 NORTHSIDE HS	ALL	0.581	5.233	42.733	13.372	30.814	7.267	2	18	147	46	106	25	344	0.153	0.462	1.425	0.749	1.177	0.546	2.788	-0.760
A1	620	40 SWEETWATER HS	ALL	1.235	8.230	41.564	7.407	22.634	18.930	3	20	101	18	55	46	243	0.223	0.582	1.401	0.551	0.992	0.900	2.757	-0.729
A1	330	137 HOWARD SCHOOL OF	ALL	0.649	4.221	40.260	12.987	34.416	7.468	2	13	124	40	106	23	308	0.161	0.414	1.375	0.737	1.254	0.554	2.687	-0.659
A1	190	20 ANTIOCH HIGH	ALL	0.572	5.378	35.698	14.188	33.295	10.870	5	47	312	124	291	95	874	0.151	0.468	1.281	0.772	1.230	0.672	2.673	-0.644
A1	791	545 OAKHAVEN HS	ALL	1.762	11.013	30.396	5.727	24.229	26.872	4	25	69	13	55	61	227	0.266	0.677	1.168	0.483	1.029	1.090	2.594	-0.566
A1	470	90 FULTON HS	ALL	3.611	10.556	20.000	7.500	34.722	23.611	13	38	72	27	125	85	360	0.382	0.662	0.927	0.555	1.260	1.015	2.526	-0.498
A1	274	5 BRADFORD HS	ALL	1.124	10.112	21.348	8.989	31.461	26.966	1	9	19	8	28	24	89	0.212	0.647	0.961	0.609	1.191	1.092	2.429	-0.401
A1	470	65 SOUTH DOYLE HS	ALL	1.370	5.708	22.803	9.361	30.594	30.366	6	25	99	41	134	133	438	0.235	0.482	0.991	0.622	1.172	1.167	2.330	-0.302
A1	470	9 AUSTIN EAST HIGH M	ALL	2.333	4.000	24.333	7.000	32.000	30.333	7	12	73	21	96	91	300	0.307	0.403	1.032	0.536	1.203	1.167	2.277	-0.248
A1	470	305 WEST HS	ALL	2.721	4.082	14.739	7.710	29.262	41.497	12	18	65	34	129	183	441	0.331	0.407	0.788	0.563	1.143	1.400	2.089	-0.061
A1	570	40 JACKSON CENTRAL W	ALL	0.000	3.320	24.066	11.618	32.780	28.216	0	8	58	28	79	68	241	0.000	0.366	1.025	0.696	1.219	1.120	2.088	-0.059
A1	830	85 PORTLAND HS	ALL	0.000	2.168	26.287	11.111	28.997	31.436	0	8	97	41	107	116	369	0.000	0.296	1.077	0.680	1.137	1.190	2.052	-0.024
A1	100	90 UNAKA HIGH	ALL	0.704	4.225	19.014	7.746	35.211	33.099	1	6	27	11	50	47	142	0.168	0.414	0.902	0.564	1.271	1.226	2.049	-0.020
A1	750	72 OAKLAND HS	ALL	0.216	1.948	20.563	11.688	30.736	34.848	1	9	95	54	142	161	462	0.093	0.280	0.941	0.698	1.175	1.263	2.012	0.016
A1	470	150 KARNS HIGH	ALL	2.451	4.248	12.908	6.863	30.719	42.810	15	26	79	42	188	262	612	0.314	0.415	0.735	0.530	1.176	1.426	1.995	0.034
A1	470	35 CARTER HIGH	ALL	2.273	2.922	15.584	6.818	36.039	36.364	7	9	48	21	111	112	308	0.303	0.344	0.812	0.528	1.288	1.295	1.986	0.042
A1	730	65 OLIVER SPRINGS HS	ALL	0.000	2.469	20.988	11.111	29.630	35.802	0	2	17	9	24	29	81	0.000	0.316	0.952	0.680	1.151	1.283	1.947	0.081
A1	570	53 LIBERTY TECHNOLOG	ALL	0.292	1.458	16.035	13.120	32.653	36.443	1	5	55	45	112	125	343	0.108	0.242	0.824	0.741	1.216	1.296	1.915	0.113
A1	940	63 MIDDLE COLLEGE HS	ALL	0.000	5.000	10.000	15.000	45.000	25.000	0	1	2	3	9	5	20	0.000	0.451	0.644	0.795	1.471	1.047	1.890	0.138
A1	470	47 CENTRAL HS	ALL	0.714	3.095	14.048	8.333	40.476	33.333	3	13	59	35	170	140	420	0.169	0.354	0.768	0.586	1.379	1.231	1.877	0.151
A1	580	55 SO PITTSBURG HS	ALL	1.149	1.149	11.494	12.644	40.230	33.333	1	1	10	11	35	29	87	0.215	0.215	0.692	0.727	1.374	1.231	1.848	0.180
A1	850	10 TROUSDALE CO HIGH	ALL	0.000	0.680	19.048	14.286	22.449	43.537	0	1	28	21	33	64	147	0.000	0.165	0.903	0.775	0.987	1.441	1.844	0.185
A1	630	30 CLARKSVILLE HS	ALL	0.559	1.955	13.687	9.777	33.799	40.223	2	7	49	35	121	144	358	0.150	0.281	0.758	0.636	1.241	1.374	1.824	0.204
A1	210	25 DEKALB CO HIGH	ALL	0.000	1.508	15.578	11.055	41.206	30.653	0	3	31	22	82	61	199	0.000	0.246	0.811	0.678	1.394	1.173	1.736	0.293
A1	560	21 MACON COUNTY HS	ALL	0.433	0.866	14.286	9.957	37.662	36.797	1	2	33	23	87	85	231	0.132	0.186	0.775	0.642	1.321	1.304	1.735	0.293
A1	50	63 HERITAGE HIGH	ALL	0.000	0.592	21.499	9.073	28.797	40.039	0	3	109	46	146	203	507	0.000	0.154	0.964	0.612	1.133	1.370	1.730	0.298
A1	830	120 WESTMORELAND HS	ALL	0.952	2.857	14.762	3.810	24.286	53.333	2	6	31	8	51	112	210	0.195	0.340	0.789	0.393	1.031	1.638	1.717	0.311
A1	670	30 LIVINGSTON ACAD	ALL	1.553	2.795	11.491	4.037	30.124	50.000	5	9	37	13	97	161	322	0.250	0.336	0.692	0.405	1.162	1.571	1.682	0.346
A1	820	60 SULLIVAN CENTRAL F	ALL	0.317	1.270	16.190	6.349	29.524	46.349	1	4	51	20	93	146	315	0.113	0.226	0.828	0.509	1.149	1.498	1.676	0.352

Performance Level Distribution for High Priority High Schools: SY 2006-2007

(Cohen's h = State Sum of L1 through L4 minus School Sum of L1 through L4: Small Effect = $|\leq .20|$, Medium Effect = $|\leq .50 - .79|$, Large Effect = $\geq .80$)

Content		Sub	Proficient					Proficient					Transformation: 2*A SIN(Sqrt(prportion))						Sum	Effect					
A1=Math (Algebra I) E2=Read/LA (English II)		Group	Below Lev1	Below Lev2	Below Lev3	Below Lev4	Below Lev5	Below Lev6	Below Lev1	Below Lev2	Below Lev3	Below Lev4	Below Lev5	Below Lev6	Total	Lev1	Lev2	Lev3	Lev4	Lev5	Lev6	L1-L4	Size		
A1	State	State	State	State	State	State	State	State	State	State	State	State	State	State	State	State	State	State	State	State	State	State	State		
E2	State	State	State	State	State	State	State	State	State	State	State	State	State	State	State	State	State	State	State	State	State	State	State		
A1	630	25	MONT CENTRAL HS	ALL	0.000	2.740	14.384	7.534	32.192	43.151	0	8	42	22	94	128	292	0.000	0.333	0.778	0.556	1.207	1.433	1.667	0.362
A1	390	15	LEXINGTON HS	ALL	0.322	2.572	15.434	3.537	23.794	54.341	1	8	48	11	74	189	311	0.114	0.322	0.807	0.378	1.019	1.658	1.622	0.407
A1	80	16	CANNON CO HS	ALL	0.000	0.881	14.097	10.132	31.718	43.172	0	2	32	23	72	98	227	0.000	0.188	0.770	0.648	1.196	1.434	1.606	0.423
A1	940	35	FAIRVIEW HIGH	ALL	0.833	0.833	13.291	6.962	41.139	37.342	1	1	21	11	65	59	158	0.159	0.159	0.746	0.534	1.393	1.315	1.599	0.429
A1	290	20	RUTLEDGE HS	ALL	0.000	0.660	14.521	8.581	30.363	45.875	0	2	44	28	92	139	303	0.000	0.163	0.782	0.595	1.167	1.488	1.539	0.489
A1	97	5	WEST CARROLL JR S	ALL	0.000	2.479	14.050	4.959	29.752	48.760	0	3	17	8	36	59	121	0.000	0.316	0.768	0.449	1.154	1.546	1.534	0.494
A1	390	39	SCOTTS HILL HIGH SC	ALL	0.000	0.654	9.150	8.497	35.294	46.405	0	1	14	13	54	71	153	0.000	0.162	0.615	0.592	1.272	1.499	1.368	0.660
A1	231	15	DYERSBURG HIGH SC	ALL	0.571	2.857	5.714	3.429	40.571	46.857	1	5	10	6	71	82	175	0.151	0.340	0.483	0.373	1.381	1.508	1.346	0.682
A1	730	15	HARRIMAN HS	ALL	0.000	0.000	12.821	8.974	48.718	29.487	0	0	10	7	38	23	78	0.000	0.000	0.732	0.608	1.545	1.148	1.341	0.687
A1	162	35	TULLAHOA HS	ALL	0.000	0.297	10.979	5.638	27.003	58.083	0	1	37	19	91	189	337	0.000	0.109	0.675	0.479	1.093	1.693	1.264	0.764
A1	940	40	FRANKLIN HIGH	ALL	0.000	0.889	8.867	4.444	28.222	57.778	0	4	39	20	127	260	450	0.000	0.189	0.598	0.425	1.120	1.727	1.211	0.817
A1	12	35	OAK RIDGE HIGH	ALL	0.000	0.000	9.143	8.000	29.143	55.714	0	0	32	21	102	195	350	0.000	0.000	0.614	0.495	1.141	1.685	1.109	0.919
A1	580	25	MARION CO HS	ALL	0.000	0.000	5.517	4.828	29.655	60.000	0	0	8	7	43	87	145	0.000	0.000	0.474	0.443	1.152	1.772	0.917	1.111
E2	470	9	AUSTIN EAST HIGH M.	ALL	3.557	4.348	14.625	6.719	30.830	39.921	9	11	37	17	78	101	253	0.379	0.420	0.785	0.524	1.177	1.368	2.109	-0.956
E2	791	30	B T WASHINGTON HS	ALL	0.521	4.167	15.104	13.542	42.708	23.958	1	8	29	26	82	46	192	0.144	0.411	0.798	0.754	1.424	1.023	2.108	-0.954
E2	190	445	MAPLEWOOD COMP	ALL	2.564	3.704	13.390	7.123	31.909	41.311	9	13	47	25	112	145	351	0.322	0.387	0.749	0.540	1.201	1.396	1.999	-0.845
E2	470	90	FULTON HS	ALL	4.747	4.114	12.342	4.430	29.430	44.937	15	13	39	14	93	142	316	0.439	0.408	0.718	0.424	1.147	1.469	1.990	-0.837
E2	620	40	SWEETWATER HS	ALL	3.431	4.412	11.765	4.902	23.529	51.961	7	9	24	10	48	106	204	0.373	0.423	0.700	0.447	1.013	1.610	1.943	-0.789
E2	791	535	NORTHSIDE HS	ALL	2.927	4.390	11.220	4.878	35.122	41.463	6	9	23	10	72	85	205	0.344	0.422	0.683	0.445	1.269	1.399	1.895	-0.741
E2	791	815	WOODDALE HS	ALL	0.888	3.670	11.897	5.505	32.798	45.642	3	16	51	24	143	199	436	0.166	0.386	0.698	0.474	1.220	1.484	1.723	-0.570
E2	470	65	SOUTH DOYLE HS	ALL	1.276	2.806	10.969	3.571	20.153	61.224	5	11	43	14	79	240	392	0.226	0.337	0.675	0.380	0.931	1.797	1.618	-0.465
E2	791	545	OAKHAVEN HS	ALL	0.694	2.083	13.889	2.778	43.056	37.500	1	3	20	4	62	54	144	0.167	0.290	0.764	0.335	1.431	1.318	1.555	-0.402
E2	791	493	MELROSE HS	ALL	0.581	2.035	8.721	6.105	39.244	43.314	2	7	30	21	135	149	344	0.153	0.286	0.600	0.499	1.354	1.437	1.538	-0.384
E2	330	137	HOWARD SCHOOL OF	ALL	1.471	0.490	9.314	4.412	49.020	35.294	3	1	19	9	100	72	204	0.243	0.140	0.620	0.423	1.551	1.272	1.427	-0.274
E2	190	20	ANTIOCH HIGH	ALL	0.882	1.618	8.676	3.382	29.265	56.176	6	11	59	23	199	382	660	0.188	0.255	0.598	0.370	1.143	1.695	1.411	-0.258
E2	470	35	CARTER HIGH	ALL	0.752	2.632	6.767	3.008	22.180	64.662	2	7	18	8	59	172	266	0.174	0.326	0.526	0.349	0.981	1.868	1.375	-0.221
E2	630	30	CLARKSVILLE HS	ALL	4.198	0.988	4.691	1.235	14.568	74.321	17	4	19	5	59	301	405	0.413	0.199	0.437	0.223	0.783	2.079	1.271	-0.118
E2	850	10	TROUSDALE CO HIGH	ALL	0.000	1.667	6.667	5.833	20.000	65.833	0	2	8	7	24	79	120	0.000	0.259	0.522	0.488	0.927	1.893	1.269	-0.116
E2	470	305	WEST HS	ALL	1.415	1.415	4.953	2.830	20.755	66.632	6	6	21	12	88	291	424	0.238	0.238	0.449	0.338	0.946	1.953	1.264	-0.111
E2	670	30	LIVINGSTON ACAD	ALL	0.784	1.961	4.314	2.745	23.529	66.667	2	5	11	7	60	170	255	0.177	0.281	0.418	0.333	1.013	1.911	1.210	-0.056
E2	830	85	PORTLAND HS	ALL	0.301	2.410	5.723	1.807	17.470	72.289	1	8	19	6	58	240	332	0.110	0.312	0.483	0.270	0.862	2.033	1.174	-0.021
E2	470	47	CENTRAL HS	ALL	0.465	1.395	4.651	2.326	18.605	72.558	2	6	20	10	80	312	430	0.136	0.237	0.435	0.306	0.892	2.039	1.114	0.039
E2	791	303	GRIZZLIES ACADEMY	ALL	0.000	0.000	9.091	4.545	59.091	27.273	0	0	2	1	13	6	22	0.000	0.000	0.613	0.430	1.754	1.099	1.042	0.111
E2	274	5	BROADFORD HS	ALL	0.000	1.538	3.077	4.615	12.308	78.462	0	1	2	3	8	51	65	0.000	0.249	0.353	0.433	0.717	2.176	1.034	0.119
E2	750	72	OAKLAND HS	ALL	0.226	1.806	2.709	2.709	22.799	69.752	1	8	12	12	101	309	443	0.095	0.270	0.331	0.331	0.996	1.977	1.026	0.127
E2	330	160	OOLTE WAH HS	ALL	0.909	0.909	2.727	2.364	18.545	74.545	5	5	15	13	102	410	550	0.191	0.191	0.332	0.309	0.890	2.084	1.022	0.131
E2	560	21	MACON COUNTY HS	ALL	0.873	0.000	5.677	2.620	18.341	72.489	2	0	13	6	42	166	229	0.187	0.000	0.481	0.325	0.885	2.037	0.993	0.160
E2	470	150	KARNS HIGH	ALL	1.144	1.307	2.941	0.980	12.745	80.882	7	8	18	6	78	495	612	0.214	0.229	0.345	0.198	0.730	2.237	0.986	0.167
E2	570	53	LIBERTY TECHNOLOG	ALL	0.341	0.341	4.096	2.730	27.645	64.846	1	1	12	8	81	190	293	0.117	0.117	0.408	0.332	1.107	1.872	0.973	0.180
E2	97	5	WEST CARROLL JR S	ALL	1.042	1.042	1.042	3.125	25.000	68.750	1	1	1	3	24	66	96	0.205	0.205	0.205	0.355	1.047	1.955	0.969	0.184

Performance Level Distribution for High Priority High Schools: SY 2006-2007

(Cohen's d = State Sum of L1 through L4 minus School Sum of L1 through L4: Small Effect = [.20 - .49], Medium Effect = [.50 - .79], Large Effect = >= [.80])

Content		Sub	Below			Proficient			Advan	Below			Proficient			Advan	Total	Transformation: 2*ASIN(Sqrt(prportion))						Sum	Effect				
A1=Math (A lgebra I)	E2=Read/LA (English II)	Group	Lev1	Lev2	Lev3	Lev4	Lev5	Lev6	Lev1	Lev2	Lev3	Lev4	Lev5	Lev6		Lev1	Lev2	Lev3	Lev4	Lev5	Lev6	L1-L4	Size						
A1	State	State	State	State	State	State	State	State	ALL	0.654	3.313	19.879	8.067	27.267	40.820	669	3388	20330	8250	27885	41746	102268	0.162	0.366	0.924	0.576	1.099	1.388	2.028
E2	State	State	State	State	State	State	State	State	ALL	0.755	1.127	4.729	2.668	19.700	71.020	594	887	3721	2099	15500	55878	78679	0.174	0.213	0.438	0.328	0.920	2.005	1.153
E2	830	120	WESTMORELAND HS	ALL	1.829	0.000	4.878	1.220	17.883	74.390	3	0	8	2	29	122	164	0.271	0.000	0.445	0.221	0.868	2.080	0.938	0.215				
E2	162	35	TULLAHOMA HS	ALL	0.311	0.932	3.416	1.553	13.975	79.814	1	3	11	5	45	257	322	0.112	0.193	0.372	0.250	0.766	2.210	0.927	0.227				
E2	80	16	CANNON CO HS	ALL	0.000	0.518	2.591	4.663	16.580	75.848	0	1	5	9	32	146	193	0.000	0.144	0.323	0.435	0.839	2.109	0.903	0.251				
E2	390	15	LEXINGTON HS	ALL	0.402	0.402	1.806	2.811	18.876	75.904	1	1	4	7	47	189	249	0.127	0.127	0.254	0.337	0.899	2.115	0.845	0.308				
E2	630	25	MONT CENTRAL HS	ALL	0.000	0.389	3.113	2.335	13.230	80.934	0	1	8	6	34	208	257	0.000	0.125	0.355	0.307	0.745	2.238	0.786	0.367				
E2	100	90	UNAKA HIGH	ALL	0.000	0.833	4.167	0.833	24.167	70.000	0	1	5	1	29	84	120	0.000	0.183	0.411	0.183	1.028	1.982	0.777	0.377				
E2	820	60	SULLIVAN CENTRAL H	ALL	0.394	0.394	2.756	0.787	13.780	81.890	1	1	7	2	35	208	254	0.126	0.126	0.334	0.178	0.761	2.262	0.762	0.391				
E2	210	25	DEKALB CO HIGH	ALL	0.000	0.448	3.139	1.794	17.040	77.578	0	1	7	4	38	173	223	0.000	0.134	0.356	0.269	0.851	2.155	0.759	0.394				
E2	570	40	JACKSON CENTRAL M	ALL	0.000	0.000	2.475	3.960	33.883	59.901	0	0	5	8	68	121	202	0.000	0.000	0.316	0.401	1.238	1.770	0.717	0.437				
E2	50	63	HERITAGE HIGH	ALL	0.233	0.000	3.023	1.628	20.698	74.419	1	0	13	7	89	320	430	0.097	0.000	0.350	0.256	0.945	2.081	0.702	0.451				
E2	290	20	RUTLEDGE HS	ALL	0.000	0.429	1.717	1.288	15.021	81.545	0	1	4	3	35	190	233	0.000	0.131	0.263	0.227	0.796	2.254	0.621	0.532				
E2	390	39	SCOTTS HILL HIGH SC	ALL	0.000	0.000	2.326	2.326	17.442	77.907	0	0	2	2	15	67	86	0.000	0.000	0.306	0.306	0.862	2.163	0.612	0.541				
E2	231	15	DYERSBURG HIGH SC	ALL	0.000	0.000	2.584	1.832	13.187	82.418	0	0	7	5	36	225	273	0.000	0.000	0.322	0.272	0.743	2.276	0.593	0.560				
E2	580	25	MARION CO HS	ALL	0.000	0.000	1.379	2.759	20.690	75.172	0	0	2	4	30	109	145	0.000	0.000	0.235	0.334	0.944	2.098	0.569	0.584				
E2	12	35	OAK RIDGE HIGH	ALL	0.000	0.489	0.733	1.467	11.002	88.308	0	2	3	6	45	353	409	0.000	0.140	0.171	0.243	0.676	2.384	0.554	0.599				
E2	730	65	OLIVER SPRINGS HS	ALL	0.000	0.000	1.075	2.151	12.903	83.871	0	0	1	2	12	78	93	0.000	0.000	0.208	0.294	0.735	2.315	0.502	0.651				
E2	580	55	SO PITTSBURG HS	ALL	0.000	0.000	0.000	3.030	22.727	74.242	0	0	0	2	15	49	66	0.000	0.000	0.000	0.350	0.994	2.077	0.350	0.803				
E2	940	35	FAIRVIEW HIGH	ALL	0.518	0.000	0.000	0.518	11.399	87.565	1	0	0	1	22	189	193	0.144	0.000	0.000	0.144	0.689	2.421	0.288	0.865				
E2	940	40	FRANKLIN HIGH	ALL	0.000	0.000	0.375	0.375	6.567	92.683	0	0	2	2	35	494	533	0.000	0.000	0.123	0.123	0.518	2.594	0.245	0.908				
E2	730	15	HARRIMAN HS	ALL	0.000	0.000	0.000	1.064	20.213	78.723	0	0	0	1	19	74	94	0.000	0.000	0.000	0.207	0.933	2.183	0.207	0.947				
E2	940	63	MIDDLE COLLEGE HS	ALL	0.000	0.000	0.000	0.000	16.667	83.333	0	0	0	0	4	20	24	0.000	0.000	0.000	0.000	0.841	2.301	0.000	1.153				

Appendix B ATTACHMENT 10

Performance Level Distribution for Selected HS By Subgroup, Example 2 (Below is a sample from attached files identified in Appendix C)

Performance Level Distribution for Selected HS: SY 2006-2007
(Cohen's h = State Sum of L1 through L4 minus School Sum of L1 through L4: Small Effect = [.20 - .49], Medium Effect = [.50 - .79], Large Effect = >= [.80])

Content	Sub Group	Proficient						Advanced						Total	Transformation: 2*A SIN(Sqrt(portion))						Sum L1-L4	Effect Size	Risk Ratio L5+L6 Vs. L1+L2 L3+L4		
		Below Lev1	Below Lev2	Below Lev3	Below Lev4	Below Lev5	Below Lev6	Below Lev1	Below Lev2	Below Lev3	Below Lev4	Below Lev5	Below Lev6		Lev1	Lev2	Lev3	Lev4	Lev5	Lev6					
A1 Math (Algebra I)	State	Black & H	1.1	6.3	33.1	10.8	27.9	20.7	398	2332	11721	3824	9859	7337	35371	0.213	0.508	1.227	0.670	1.112	0.946	2.617			
A1 State	State	EconDis	1.0	5.1	26.9	10.0	29.3	27.8	419	2194	11640	4323	12713	12034	43323	0.197	0.454	1.090	0.643	1.145	1.110	2.384	L1+L2	L3+L4	
A1 State	State	ELL	1.5	7.9	36.4	10.4	23.1	20.5	21	108	495	142	314	279	1359	0.249	0.572	1.296	0.658	1.003	0.940	2.775			
A1 State	State	Spec Ed	3.5	12.6	38.8	10.4	23.8	11.0	439	1582	4869	1302	2990	1380	12562	0.376	0.726	1.344	0.856	1.019	0.676	3.101			
E2 State	State	Black & H	1.4	2.2	9.0	4.9	30.8	51.7	310	501	2027	1106	6967	11692	22603	0.235	0.299	0.608	0.446	1.177	1.605	1.588			
E2 State	State	EconDis	1.2	1.9	7.7	4.3	38.7	56.1	395	616	2447	1363	9122	17832	31775	0.223	0.279	0.562	0.417	1.131	1.694	1.483			
E2 State	State	ELL	3.1	4.0	19.6	8.6	41.7	22.9	25	32	156	68	331	182	794	0.357	0.404	0.918	0.594	1.404	0.989	2.273			
E2 State	State	Spec Ed	3.6	5.3	20.5	9.7	37.8	23.1	343	503	1959	927	3605	2204	9541	0.382	0.463	0.941	0.634	1.324	1.003	2.419			
A1 12	35 OAK RIDGE HIGH	Black & H	0.0	0.0	8.0	10.7	41.3	40.0	0	0	8	8	31	30	75	0.000	0.000	0.574	0.665	1.397	1.369	1.239	1.378	0.000	0.393
A1 162	35 TULLAHOMA HS	Black & H	0.0	1.8	29.1	10.9	38.4	21.8	0	1	16	6	20	12	55	0.000	0.270	1.139	0.673	1.295	0.972	2.083	0.534	0.228	0.858
A1 190	445 MAPLEWOOD COMP HS	Black & H	1.4	7.0	45.0	14.3	28.2	8.1	6	30	192	61	112	26	427	0.238	0.537	1.470	0.775	1.075	0.489	3.019	-0.402	1.560	1.363
A1 210	25 DEKALB CO HIGH	Black & H	0.0	0.0	16.7	0.0	58.3	25.0	0	0	2	0	7	3	12	0.000	0.000	0.841	0.000	1.738	1.047	0.841	1.776	0.000	0.351
A1 290	20 RUTLEDGE HS	Black & H	0.0	0.0	57.1	28.8	0.0	14.3	0	0	4	2	0	1	7	0.000	0.000	1.714	1.128	0.000	0.775	2.842	-0.225	0.000	1.805
A1 330	180 OOLTEWAH HS	Black & H	0.5	9.9	50.3	12.6	19.4	7.3	1	19	96	24	37	14	191	0.145	0.642	1.576	0.725	0.912	0.548	3.087	-0.470	2.124	1.478
A1 390	39 SCOTTS HILL HIGH SCH	Black & H	0.0	0.0	0.0	0.0	20.0	80.0	0	0	0	0	1	4	5	0.000	0.000	0.000	0.000	0.927	2.214	0.000	2.617	0.000	0.000
A1 470	9 AUSTIN EAST HIGH MAG	Black & H	2.8	4.1	25.4	6.7	33.2	28.0	7	11	68	18	89	76	268	0.325	0.408	1.056	0.524	1.228	1.115	2.313	0.304	0.746	0.725
A1 470	85 SOUTH DOYLE HS	Black & H	0.0	15.0	30.0	6.7	30.0	18.3	0	9	18	4	18	11	60	0.000	0.795	1.159	0.522	1.159	0.885	2.477	0.140	1.788	0.909
A1 570	40 JACKSON CENTRAL MERR	Black & H	0.0	3.7	24.3	12.6	34.8	24.8	0	8	52	27	74	53	214	0.000	0.389	1.031	0.726	1.257	1.042	2.146	0.471	0.447	0.808
A1 580	25 MARION CO HS	Black & H	0.0	0.0	16.7	0.0	16.7	86.7	0	0	1	0	1	4	6	0.000	0.000	0.841	0.000	0.841	1.911	0.841	1.776	0.000	0.351
A1 740	70 SPRINGFIELD HIGH	Black & H	0.0	4.8	34.7	9.7	28.2	22.6	0	6	43	12	35	28	124	0.000	0.444	1.259	0.633	1.120	0.980	2.336	0.282	0.856	0.982
A1 750	72 OAKLAND HS	Black & H	0.5	3.2	38.0	13.4	32.3	14.5	1	6	87	25	60	27	186	0.147	0.361	1.287	0.751	1.208	0.782	2.546	0.071	0.561	1.083
A1 791	180 EAST HS	Black & H	2.3	10.9	38.8	11.5	21.8	14.7	11	52	185	55	104	70	477	0.305	0.673	1.345	0.693	0.972	0.786	3.015	-0.398	2.004	1.221
A1 791	725 TREZEVANT HS	Black & H	1.8	9.3	48.0	15.3	21.6	6.2	8	45	223	74	105	30	485	0.258	0.619	1.490	0.803	0.968	0.503	3.169	-0.552	2.125	1.448
A1 940	35 FAIRVIEW HIGH	Black & H	0.0	0.0	14.3	14.3	14.3	57.1	0	0	1	1	1	4	7	0.000	0.000	0.775	0.775	0.775	1.714	1.550	1.067	0.000	0.602
A1 12	35 OAK RIDGE HIGH	EconDis	0.0	0.0	12.1	9.1	38.4	40.4	0	0	12	9	38	40	99	0.000	0.000	0.711	0.613	1.336	1.378	1.324	1.060	0.000	0.541
A1 162	35 TULLAHOMA HS	EconDis	0.0	0.0	22.4	9.2	33.7	34.7	0	0	22	9	33	34	98	0.000	0.000	0.987	0.616	1.238	1.260	1.603	0.781	0.000	0.807
A1 190	445 MAPLEWOOD COMP HS	EconDis	1.8	8.1	35.1	15.8	29.3	9.9	4	18	78	35	65	22	222	0.269	0.577	1.269	0.817	1.143	0.640	2.932	-0.549	2.114	1.441
A1 210	25 DEKALB CO HIGH	EconDis	0.0	3.2	21.3	5.3	41.5	28.7	0	3	20	5	39	27	94	0.000	0.359	0.959	0.465	1.400	1.131	1.783	0.600	0.455	0.701
A1 290	20 RUTLEDGE HS	EconDis	0.0	0.8	15.8	9.1	30.9	43.8	0	1	26	15	51	72	165	0.000	0.156	0.816	0.613	1.179	1.443	1.585	0.799	0.084	0.838
A1 330	180 OOLTEWAH HS	EconDis	0.5	10.3	48.1	13.2	21.1	8.8	1	21	94	27	43	18	204	0.140	0.653	1.492	0.745	0.954	0.803	3.000	-0.647	2.775	1.695
A1 390	39 SCOTTS HILL HIGH SCH	EconDis	0.0	1.8	14.1	7.8	43.8	32.8	0	1	9	5	28	21	64	0.000	0.251	0.769	0.567	1.445	1.220	1.586	0.797	0.209	0.567
A1 470	9 AUSTIN EAST HIGH MAG	EconDis	3.3	4.9	22.0	8.2	36.3	25.3	6	9	40	15	66	46	182	0.385	0.448	0.976	0.582	1.292	1.054	2.372	0.012	1.237	0.840
A1 470	85 SOUTH DOYLE HS	EconDis	1.7	6.7	28.3	11.7	27.8	23.9	3	12	51	21	50	43	180	0.259	0.522	1.123	0.697	1.110	1.021	2.601	-0.217	1.454	1.113
A1 570	40 JACKSON CENTRAL MERR	EconDis	0.0	2.8	29.7	9.7	34.2	23.9	0	4	46	15	53	37	155	0.000	0.323	1.152	0.633	1.249	1.021	2.108	0.276	0.448	1.030
A1 580	25 MARION CO HS	EconDis	0.0	0.0	8.8	7.0	40.4	43.9	0	0	5	4	23	25	57	0.000	0.000	0.601	0.536	1.377	1.448	1.138	1.246	0.000	0.403
A1 740	70 SPRINGFIELD HIGH	EconDis	0.0	4.4	28.5	8.8	37.5	22.8	0	6	36	12	51	31	138	0.000	0.423	1.081	0.603	1.318	0.985	2.107	0.276	0.714	0.942
A1 750	72 OAKLAND HS	EconDis	0.7	2.0	22.7	12.0	38.0	24.7	1	3	34	18	57	37	150	0.164	0.284	0.992	0.707	1.328	1.039	2.147	0.236	0.427	0.908
A1 791	180 EAST HS	EconDis	1.9	11.5	40.7	10.7	19.9	15.3	7	42	149	39	73	56	366	0.278	0.691	1.384	0.665	0.926	0.804	3.018	-0.634	2.883	1.512
A1 791	725 TREZEVANT HS	EconDis	1.7	9.8	48.0	14.0	22.2	6.5	7	40	191	58	92	27	415	0.261	0.631	1.491	0.766	0.980	0.516	3.149	-0.766	2.965	1.726
A1 940	35 FAIRVIEW HIGH	EconDis	0.0	0.0	12.1	12.1	42.4	33.3	0	0	4	4	14	11	33	0.000	0.000	0.711	0.711	1.419	1.231	1.422	0.961	0.000	0.818
A1 12	35 OAK RIDGE HIGH	ELL	0.0	0.0	100.0	0.0	0.0	0.0	0	0	3	0	0	0	3	0.000	0.000	3.142	0.000	0.000	0.000	3.142	-0.367	na	1.931
A1 162	35 TULLAHOMA HS	ELL	0.0	0.0	100.0	0.0	0.0	0.0	0	0	1	0	0	0	1	0.000	0.000	3.142	0.000	0.000	0.000	3.142	-0.367	na	1.931
A1 210	25 DEKALB CO HIGH	ELL	0.0	0.0	0.0	0.0	50.0	50.0	0	0	0	0	1	1	2	0.000	0.000	0.000	0.000	1.571	1.571	0.000	2.775	0.000	0.000
A1 330	180 OOLTEWAH HS	ELL	0.0	8.3	50.0	16.7	16.7	8.3	0	1	6	2	2	1	12	0.000	0.586	1.571	0.841	0.841	0.586	2.998	-0.223	1.399	1.404
A1 470	9 AUSTIN EAST HIGH MAG	ELL	0.0	0.0	0.0	0.0	100.0	0.0	0	0	0	0	1	0	1	0.000	0.000	0.000	0.000	3.142	0.000	0.000	2.775	0.000	0.000
A1 470	85 SOUTH DOYLE HS	ELL	0.0	0.0	0.0	50.0	50.0	0.0	0	0	0	1	1	0	2	0.000	0.000	0.000	1.571	1.571	0.000	1.571	1.		

Performance Level Distribution for Selected HS: SY 2006-2007

(Cohen's h = State Sum of L1 through L4 minus School Sum of L1 through L4: Small Effect = |.20 - .49|, Medium Effect = |.50 - .79|, Large Effect = >= |.80|)

Content	A1=Math (Algebra I)	E2=Read/LA (English II)	Sub Group	Below			Proficient			Advan			Total	Transformation: 2*A SIN(Sqrt(prportion))						Sum L1-L4	Effect Size	Risk Ratio							
				Lev1	Lev2	Lev3	Lev4	Lev5	Lev6	Lev1	Lev2	Lev3		Lev4	Lev5	Lev6	Lev1	Lev2	Lev3			Lev4	Lev5	Lev6	L5+L6	L3+L4			
A1	State	State	State	Black & H	1.1	6.3	33.1	10.8	27.9	20.7	398	2232	11721	3824	9859	7337	35371	0.213	0.508	1.227	0.670	1.112	0.946	2.617			Vs.		
A1	State	State	State	Econ Dis	1.0	5.1	26.9	10.0	29.3	27.8	419	2194	11640	4323	12713	12034	43323	0.197	0.454	1.090	0.643	1.145	1.110	2.384			L1+L2	L3+L4	
A1	State	State	State	ELL	1.5	7.9	36.4	10.4	23.1	20.5	21	108	498	142	314	279	1359	0.249	0.572	1.296	0.658	1.003	0.940	2.775					
A1	State	State	State	Spec Ed	3.5	12.6	38.8	10.4	23.8	11.0	439	1582	4869	1302	2990	1380	12562	0.376	0.726	1.344	0.656	1.019	0.676	3.101					
E2	State	State	State	Black & H	1.4	2.2	9.0	4.9	30.8	51.7	310	501	2027	1106	6967	11692	22603	0.235	0.299	0.608	0.446	1.177	1.605	1.588					
E2	State	State	State	Econ Dis	1.2	1.9	7.7	4.3	28.7	56.1	395	616	2447	1363	9122	17832	31775	0.223	0.279	0.562	0.417	1.131	1.694	1.483					
E2	State	State	State	ELL	3.1	4.0	19.6	8.6	41.7	22.9	25	32	156	68	331	182	794	0.357	0.404	0.918	0.594	1.404	0.999	2.273					
E2	State	State	State	Spec Ed	3.6	5.3	20.5	9.7	37.8	23.1	343	503	1959	927	3605	2204	9541	0.382	0.463	0.941	0.634	1.324	1.003	2.419					
E2	740	70	SPRINGFIELD HIGH	Spec Ed	0.0	8.0	28.0	24.0	32.0	8.0	0	2	7	8	8	2	25	0.000	0.574	1.115	1.024	1.203	0.574	2.713	-0.293	1.311	1.703		
E2	750	72	OAKLAND HS	Spec Ed	3.2	6.5	18.1	6.5	58.1	9.7	1	2	5	2	18	3	31	0.361	0.514	0.827	0.514	1.733	0.633	2.215	0.204	0.983	0.753		
E2	791	180	EAST HS	Spec Ed	12.5	0.0	50.0	25.0	12.5	0.0	1	0	4	2	1	0	8	0.723	0.000	1.571	1.047	0.723	0.000	3.341	-0.921	3.933	2.582		
E2	791	725	TREZEVANT HS	Spec Ed	9.4	10.9	34.4	17.2	25.0	3.1	8	7	22	11	16	2	64	0.622	0.674	1.253	0.855	1.047	0.355	3.404	-0.985	3.299	1.949		

Appendix B
ATTACHMENT 13

Students Included in AYP

(Below is a sample from attached files identified in Appendix C)

	Grade Span	All Math % Tested	All Math Number Enrolled	All Read % Tested	All Read Number Enrolled
STATE	K8	100	424125	100	423825
STATE	HS	99	74204	98	71720

**Appendix B
ATTACHMENT 14**

Enrollment in Tested Grades

(Below is a sample from attached files identified in Appendix C)

Math: SY 2006 - 2007										
			WDIS=With Disability	WODIS=Without Disability						
System	School	Grade	Subgroup	Math	Frequency			Percent		
Number	Number	Grade	Disability		Tested	Not Tested	Total	Tested	Not Tested	
10	5	3	WDIS	M	15	0	15	100.0	0.0	
10	5	3	WODIS	M	68	0	68	100.0	0.0	
10	5	4	WDIS	M	8	0	8	100.0	0.0	
10	5	4	WODIS	M	44	0	44	100.0	0.0	
10	5	5	WDIS	M	14	0	14	100.0	0.0	
10	5	5	WODIS	M	51	0	51	100.0	0.0	

Math: SY 2006 - 2007										
			ECODIS=Code A=Economically Disadvantage	NECODIS=Code B=Not ECODIS						
System	School	Grade	Subgroup	Math	Frequency			Percent		
Number	Number	Grade	Code A/B		Tested	Not Tested	Total	Tested	Not Tested	
10	5	3	ECODIS	M	30	0	30	100.0	0.0	
10	5	3	NECODIS	M	53	0	53	100.0	0.0	
10	5	4	ECODIS	M	29	0	29	100.0	0.0	
10	5	4	NECODIS	M	23	0	23	100.0	0.0	
10	5	5	ECODIS	M	34	0	34	100.0	0.0	
10	5	5	NECODIS	M	31	0	31	100.0	0.0	

Math: SY 2006 - 2007									
AM=American Indian/Native Alaskan, AS=Asian/Pac Islander, BL=Black, HI=Hispanic, WH=White, MISS-RACE=Unknown Ethnic									
System	School	Grade	Subgroup	Math	Frequency			Percent	
Number	Number	Grade	Ethnicity		Tested	Not Tested	Total	Tested	Not Tested
10	5	3	WH	M	83	0	83	100.0	0.0
10	5	4	HI	M	1	0	1	100.0	0.0
10	5	4	WH	M	51	0	51	100.0	0.0
10	5	5	HI	M	1	0	1	100.0	0.0
10	5	5	WH	M	64	0	64	100.0	0.0

Math: SY 2006 - 2007										
			LEP=Limited English Proficiency	NLEP=Not LEP						
System	School	Grade	Subgroup	Math	Frequency			Percent		
Number	Number	Grade	LEP		Tested	Not Tested	Total	Tested	Not Tested	
10	5	3	NLEP	M	83	0	83	100.0	0.0	
10	5	4	NLEP	M	52	0	52	100.0	0.0	
10	5	5	NLEP	M	65	0	65	100.0	0.0	

Read/LA: SY 2006 - 2007										
			WDIS=With Disability	WODIS=Without Disability						
System	School	Grade	Subgroup	Read/LA	Frequency			Percent		
Number	Number	Grade	Disability		Tested	Not Tested	Total	Tested	Not Tested	
10	5	3	WDIS	RLA	15	0	15	100.0	0.0	
10	5	3	WODIS	RLA	68	0	68	100.0	0.0	
10	5	4	WDIS	RLA	8	0	8	100.0	0.0	

10	5	4	WODIS	RLA	44	0	44	100.0	0.0
10	5	5	WDIS	RLA	14	0	14	100.0	0.0
10	5	5	WODIS	RLA	51	0	51	100.0	0.0

Read/LA: SY 2006 - 2007									
ECODIS=Code A=Economically Disadvantage NECODIS=Code B=Not ECODIS									
System	School		Subgroup	Read/LA	Frequency			Percent	
Number	Number	Grade	Code A/B		Tested	Not Tested	Total	Tested	Not Tested
10	5	3	ECODIS	RLA	30	0	30	100.0	0.0
10	5	3	NECODIS	RLA	53	0	53	100.0	0.0
10	5	4	ECODIS	RLA	29	0	29	100.0	0.0
10	5	4	NECODIS	RLA	23	0	23	100.0	0.0
10	5	5	ECODIS	RLA	34	0	34	100.0	0.0
10	5	5	NECODIS	RLA	31	0	31	100.0	0.0

Read/LA: SY 2006 - 2007									
AM=American Indian/Native Alaskan, AS=Asian/Pac Islander, BL=Black, HI=Hispanic, WH=White, MISS-RACE=Unknown Ethnic									
System	School		Subgroup	Read/LA	Frequency			Percent	
Number	Number	Grade	Ethnicity		Tested	Not Tested	Total	Tested	Not Tested
10	15	3	AS	RLA	1	0	1	100.0	0.0
10	15	3	BL	RLA	5	0	5	100.0	0.0
10	15	3	WH	RLA	80	0	80	100.0	0.0
10	15	4	AM	RLA	1	0	1	100.0	0.0
10	15	4	BL	RLA	6	0	6	100.0	0.0
10	15	4	HI	RLA	1	0	1	100.0	0.0
10	15	4	WH	RLA	73	2	75	97.3	2.7
10	15	5	BL	RLA	5	0	5	100.0	0.0
10	15	5	HI	RLA	1	0	1	100.0	0.0
10	15	5	WH	RLA	82	1	83	98.8	1.2
10	15	6	WH	RLA	1	0	1	100.0	0.0

Read/LA: SY 2006 - 2007									
LEP=Limited English Proficiency NLEP=Not LEP									
System	School		Subgroup	Read/LA	Frequency			Percent	
Number	Number	Grade	LEP		Tested	Not Tested	Total	Tested	Not Tested
10	15	3	NLEP	RLA	86	0	86	100.0	0.0
10	15	4	LEP	RLA	1	0	1	100.0	0.0
10	15	4	NLEP	RLA	80	2	82	97.6	2.4
10	15	5	LEP	RLA	1	0	1	100.0	0.0
10	15	5	NLEP	RLA	87	1	88	98.9	1.1
10	15	6	NLEP	RLA	1	0	1	100.0	0.0

Algebra I: SY 2006 - 2007									
WDIS=With Disability WODIS=Without Disability									
System	School		Subgroup	Math	Frequency			Percent	
Number	Number	Grade	Disability	Algebra I	Tested	Not Tested	Total	Tested	Not Tested
10	2	9	WDIS	A1	1	0	1	100.0	0.0
10	2	9	WODIS	A1	95	0	95	100.0	0.0
10	2	10	WDIS	A1	10	0	10	100.0	0.0
10	2	10	WODIS	A1	104	1	105	99.0	1.0
10	2	11	WDIS	A1	25	0	25	100.0	0.0
10	2	11	WODIS	A1	46	0	46	100.0	0.0
10	2	12	WDIS	A1	21	0	21	100.0	0.0

10	2	12	WODIS	A1	9	1	10	90.0	10.0
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Algebra I: SY 2006 - 2007									
ECODIS=Code A=Economically Disadvantage NECODIS=Code B=Not ECODIS									
System	School		Subgroup	Math	Frequency			Percent	
Number	Number	Grade	Code A/B	Algebra I	Tested	Not Tested	Total	Tested	Not Tested
10	2	9	ECODIS	A1	28	0	28	100.0	0.0
10	2	9	NECODIS	A1	68	0	68	100.0	0.0
10	2	10	ECODIS	A1	39	1	40	97.5	2.5
10	2	10	MISS-ECODIS	A1	1	0	1	100.0	0.0
10	2	10	NECODIS	A1	74	0	74	100.0	0.0
10	2	11	ECODIS	A1	24	0	24	100.0	0.0
10	2	11	NECODIS	A1	47	0	47	100.0	0.0
10	2	12	ECODIS	A1	7	0	7	100.0	0.0
10	2	12	MISS-ECODIS	A1	2	0	2	100.0	0.0
10	2	12	NECODIS	A1	21	1	22	95.5	4.5

Algebra I: SY 2006 - 2007									
AM=American Indian/Native Alaskan, AS=Asian/Pac Islander, BL=Black, HI=Hispanic, WH=White, MISS-RACE=Unknown Ethnic									
System	School		Subgroup	Math	Frequency			Percent	
Number	Number	Grade	Ethnicity	Algebra I	Tested	Not Tested	Total	Tested	Not Tested
10	2	9	AS	A1	1	0	1	100.0	0.0
10	2	9	MISS-RACE	A1	2	0	2	100.0	0.0
10	2	9	WH	A1	93	0	93	100.0	0.0
10	2	10	AM	A1	1	0	1	100.0	0.0
10	2	10	BL	A1	2	0	2	100.0	0.0
10	2	10	HI	A1	1	0	1	100.0	0.0
10	2	10	MISS-RACE	A1	2	0	2	100.0	0.0
10	2	10	WH	A1	108	1	109	99.1	0.9
10	2	11	AM	A1	2	0	2	100.0	0.0
10	2	11	WH	A1	69	0	69	100.0	0.0
10	2	12	HI	A1	1	0	1	100.0	0.0
10	2	12	MISS-RACE	A1	1	0	1	100.0	0.0
10	2	12	WH	A1	28	1	29	96.6	3.4

Algebra I: SY 2006 - 2007									
LEP=Limited English Proficient NLEP=Not LEP									
System	School		Subgroup	Math	Frequency			Percent	
Number	Number	Grade	LEP	Algebra I	Tested	Not Tested	Total	Tested	Not Tested
10	2	9	NLEP	A1	96	0	96	100.0	0.0
10	2	10	NLEP	A1	114	1	115	99.1	0.9
10	2	11	NLEP	A1	71	0	71	100.0	0.0
10	2	12	NLEP	A1	30	1	31	96.8	3.2

English II: SY 2006 - 2007									
WDIS=With Disability WODIS=Without Disability									
System	School		Subgroup	Read/LA	Frequency			Percent	
Number	Number	Grade	LEP	English II	Tested	Not Tested	Total	Tested	Not Tested
10	2	9	WODIS	E2	2	0	2	100.0	0.0
10	2	10	WDIS	E2	26	0	26	100.0	0.0
10	2	10	WODIS	E2	280	2	282	99.3	0.7
10	2	11	WDIS	E2	2	0	2	100.0	0.0
10	2	11	WODIS	E2	14	0	14	100.0	0.0
10	2	12	WDIS	E2	2	0	2	100.0	0.0

10	2	12	WODIS	E2	1	0	1	100.0	0.0
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English II: SY 2006 - 2007									
ECODIS=Code A=Economically Disadvantage NECODIS=Code B=Not ECODIS									
System	School		Subgroup	Read/LA	Frequency			Percent	
Number	Number	Grade	Code A/B	English II	Tested	Not Tested	Total	Tested	Not Tested
10	2	9	ECODIS	E2	1	0	1	100.0	0.0
10	2	9	NECODIS	E2	1	0	1	100.0	0.0
10	2	10	ECODIS	E2	88	2	90	97.8	2.2
10	2	10	MISS-ECODIS	E2	11	0	11	100.0	0.0
10	2	10	NECODIS	E2	207	0	207	100.0	0.0
10	2	11	ECODIS	E2	5	0	5	100.0	0.0
10	2	11	MISS-ECODIS	E2	2	0	2	100.0	0.0
10	2	11	NECODIS	E2	9	0	9	100.0	0.0
10	2	12	ECODIS	E2	2	0	2	100.0	0.0
10	2	12	MISS-ECODIS	E2	1	0	1	100.0	0.0

English II: SY 2006 - 2007									
AM=American Indian/Native Alaskan, AS=Asian/Pac Islander, BL=Black, HI=Hispanic, WH=White, MISS-RACE=Unknown Ethnic									
System	School		Subgroup	Read/LA	Frequency			Percent	
Number	Number	Grade	Ethnicity	English II	Tested	Not Tested	Total	Tested	Not Tested
10	2	9	WH	E2	2	0	2	100.0	0.0
10	2	10	AM	E2	2	0	2	100.0	0.0
10	2	10	AS	E2	4	0	4	100.0	0.0
10	2	10	BL	E2	2	0	2	100.0	0.0
10	2	10	WH	E2	298	2	300	99.3	0.7
10	2	11	HI	E2	1	0	1	100.0	0.0
10	2	11	WH	E2	15	0	15	100.0	0.0
10	2	12	WH	E2	3	0	3	100.0	0.0

English II: SY 2006 - 2007									
LEP=Limited English Proficiency NLEP=Not LEP									
System	School		Subgroup	Read/LA	Frequency			Percent	
Number	Number	Grade	LEP	English II	Tested	Not Tested	Total	Tested	Not Tested
10	93	10	NLEP	E2	19	2	21	90.5	9.5
10	93	11	NLEP	E2	5	0	5	100.0	0.0
10	93	12	NLEP	E2	8	0	8	100.0	0.0
12	35	10	LEP	E2	3	0	3	100.0	0.0
12	35	10	NLEP	E2	357	4	361	98.9	1.1
12	35	11	LEP	E2	1	0	1	100.0	0.0
12	35	11	NLEP	E2	39	2	41	95.1	4.9
12	35	12	NLEP	E2	10	0	10	100.0	0.0

APPENDIX C
– DATA FILES SUPPORTING PROPOSAL

Appendix C

The following supporting files are attached in a zip file named:
TDOE-NCLB-DIFFERENTIATED-ACCOUNTABILITY-PROPOSAL-APPENDIX-C.ZIP

Enrollment-Gr3-8 SCH-TESTED-Math-Disability-07
Enrollment-Gr3-8 SCH-TESTED-Math-Economic Disadv-07
Enrollment-Gr3-8 SCH-TESTED-Math-Ethnicity-07
Enrollment-Gr3-8 SCH-TESTED-Math-LEP-07
Enrollment-Gr3-8 SCH-TESTED-Read-Disability-07
Enrollment-Gr3-8 SCH-TESTED-Read-Economic Disadv-07
Enrollment-Gr3-8 SCH-TESTED-Read-Ethnicity-07
Enrollment-Gr3-8 SCH-TESTED-Read-LEP-07
Enrollment-HS SCH-TESTED-A1-Disability-07
Enrollment-HS SCH-TESTED-A1-Economic Disadv-07
Enrollment-HS SCH-TESTED-A1-Ethnicity-07
Enrollment-HS SCH-TESTED-A1-LEP-07
Enrollment-HS SCH-TESTED-E2-Disability-07
Enrollment-HS SCH-TESTED-E2-Economic Disadv-07
Enrollment-HS SCH-TESTED-E2-Ethnicity-07
Enrollment-HS SCH-TESTED-E2-LEP-07
Enrollment-Students Included in AYP
High School Evaluation Risk Ratio, Example 1
High School Evaluation Risk Ratio, Example 2
Performance Level Distribution for High Priority High Schools
Performance Level Distribution for Selected High Schools, Example 1
Performance Level Distribution for Selected High Schools, Example 2
Performance Level Distribution for Selected HS By Subgroup, Example 1
Performance Level Distribution for Selected HS By Subgroup, Example 2
Schools Projected-2007-Percent-Levels-of-Projected-AYP Subgroups
Schools Projected-2007-Percent-Levels-of-Projected-Schools_detail
Schools Projected to Fail
Systems Projected-2007-Percent-Levels-of-Projected-Systems_detail